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ABSTRACT

This document identifies goals, rationale, key concepts, general teaching ideas, and resource materials for teaching consumer and economic education. The document is intended to provide guidelines for elementary, secondary, and adult education programs which emphasize (1) understanding of the relationships between economic, political, and social systems and the individual, (2) acquisition of management and decision-making skills, and (3) understanding of the rights of individuals as consumers, producers, and citizens. The guide is presented in three major parts. Part one, an introduction, gives a rationale for consumer and economic education programs, presents a model for decision-making, and explains the goals and content of consumer and economic education programs at elementary, secondary, and adult levels. Part two, the bulk of the document, offers frameworks for teaching specific concepts such as scarcity, the market system, credit, consumer demand, savings and investment, and financial security. For each concept the framework outlines learning goals, teaching ideas, and general resource materials. The frameworks do not specify activities or resources by grade level. Part three, an appendix, contains a glossary of terms and a short curriculum unit outline. (AV)

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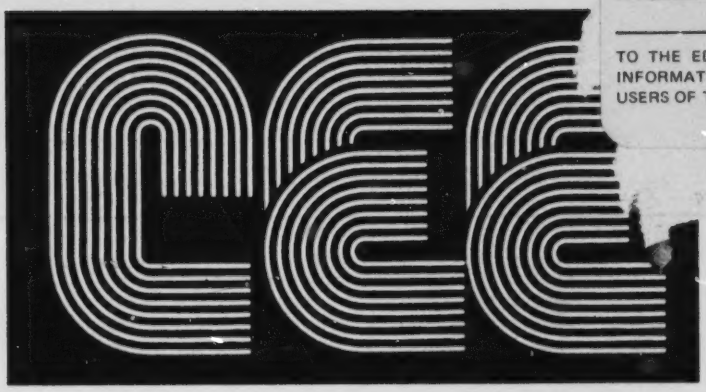

INDIANA PROJECT FOR CONSUMER & ECONOMIC EDUCATION GUIDELINES

SP 011 262

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CONSUMER AND ECONOMIC EDUCATION GUIDELINES

PREFACE

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- Rationale
- Model for Decision-Making
- Overviews

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The Advisory Board of the Indiana Project for Consumer and Economic Education consists of the following members.

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*Thomas J. Beczkiewicz
Executive Director

Channa Beth Kirsch
Administrative Assistant

*Denotes the Executive Committee

PREFACE

The Indiana Project for Consumer and Economic Education is a unique happening in many ways. It is unique because of the unanimity of effort made by the education, government, business, and labor communities in the state to make it succeed. It is unique because it combines consumer and economic approaches to curriculum development for the first time in a state-wide plan. It is unique because of the use of federal, state, and private funds to implement it. It is also unique in that it is a truly sunset project that comes to a formal end with the publication of these guidelines.

These guidelines then are the result of three years research, planning, and development conducted by the Project through the joint efforts of the four university resource centers at Ball State, DePauw, Indiana State and Purdue, as well as the Divisions of Curriculum, Vocational Education, and Adult Education of the Indiana State Department of Public Instruction.

State Superintendent Harold Negley appointed the Advisory Board and the Executive Committee that established the policy and formulated the procedures which created these guidelines. Particular mention must be made of certain persons whose contributions of time, energy, and talent are very special:

—Project Chairman Vaughn Story of the Indiana Consumer Finance Association and Vice-Chairman Max Wright of the Indiana State AFL-CIO, both of whom steered the Executive Committee through the months of difficult decision-making with patience and tact;

—The four university resource center directors: Peter Harrington of the Indiana Council for Economic Education, Purdue University; Mary Gibbs, Director of the Indiana State University Center for Family Finance and Consumer Education; Gerald Warren, Director of the DePauw University Resource Center; and John Lewis, Director of the Ball State University Resource Center. These four persons, with the help of Fred Silander, DePauw University; Jonathan Furdek, Purdue University-Calumet; Joseph Rueff of the Elkhart Community Schools; and Joan Jacob of the Lab School, Terre Haute carried the burden of conducting the many state-wide workshops that tested the design and content of the guidelines;

—Jane Lowrie, State Social Studies Consultant, Joyce Konzelman and John Lee, State Vocational Education Consultants; Ted McKnight, State Adult Basic Education Consultant; Joan Rowe of Indiana State University and Eugene Wyllie, Indiana University who at different times over the last three years devoted long hours of work refining and redefining the concepts, generalizations, and goals of the guidelines;

—Jean Merritt, former Associate Superintendent of Public Instruction who gave unqualified support to the Project in its infancy and Paula Carter, her successor, who has secured the State Department's commitment to continue the work of consumer and economic education in the State of Indiana;

— Don Gentry, Executive Director of the State Board of Vocational and Technical Education, who has helped secure major fiscal support over the last three years for the Project and for the publication of these guidelines;

— State Senators Joan Gubbins and Michael Gery, Merton Stanley, John Mutz, Frank O'Bannon, Morris Mills, Gene Snowden, Thomas Teague and State Representatives Richard Dellinger, E. Henry Lamkin, Donald Nelson, Michael Phillips, Spencer Schnaitter, as well as former State Senator and present Congressman Adam Benjamin, who together led the General Assembly to gain state budget support for the Project;

— Channa Beth Kirsch, my administrative assistant, who has had to carry the staggering responsibility of keeping our accounts in order at the Indianapolis Public Schools which has served as our fiscal agent.

To these persons and to many more too numerous to mention here, who served countless hours on various committees, go special thanks for bringing the Project and these guidelines to fulfillment. The State of Indiana can be indeed proud of their achievement.

Thomas J. Beczkiewicz
Executive Director

TEACHER'S NOTES

INTRODUCTION

Definition – Goal
Rationale
Model for Decision-Making
Overviews

DEFINITION

Consumer and Economic Education is a continuing process which integrates basic consumer and economic concepts for the purpose of developing rational decision-making skills needed to achieve maximum satisfaction of individual and family goals through the responsible use of available resources.

GOAL

The major goal of the Indiana Project for Consumer and Economic Education, therefore, is to teach citizens in grades K-12 and in adult education programs:

To understand the functioning of the economic, political, and social systems and the ways the systems affect and are affected by the individual, the family, and other groups;

To acquire and utilize as a consumer, management and decision-making concepts and tools;

To understand the responsibilities and rights of the individuals as consumers, producers, and citizens; and

To understand how to utilize the communication processes among consumer, producer, government, and other information sources.

RATIONALE FOR CONSUMER & ECONOMIC EDUCATION GUIDELINES

The 1970's have revealed more clearly than ever before the finiteness of productive resources in opposition to the infinite needs and wants of society. Higher inflation and unemployment, energy and environmental crises confront individuals and families at the same time they enjoy a mixed bag of purchasing and investing alternatives, apparently easy credit terms, and more sources of consumer information than ever before available. These problems and opportunities have produced a level of complexity that engulfs most persons who are poorly equipped to make even the most routine consumer and economic decisions as study after study has shown.

The Adult Performance Level Study, published at the University of Texas, Austin, (1975) indicates one-third of American adults are incapable of solving the basic consumer problems they face daily in this last quarter of the 20th century. Shortly after the publishing of these findings, The National Assessment of Educational Progress confirmed them. In Indiana, two reports attested to the growing concern generated by the national findings. When surveyed in the fall of 1975, teachers throughout the state indicated that less than 4% of their students were achieving the project's goal of basic consumer and economic understanding. A citizens' survey of Indiana education, conducted by the State Department of Public Instruction (1976) indicates that Hoosiers attach high priority to teaching basic and living skills, economics, and money management in our schools. In sum, these studies suggest that the phrase, "functional illiteracy," has gained great currency in our time to haunt the public in general and the educational community in particular.

The response to this awareness has been widespread as educators recognize certain weaknesses in traditional approaches that had, in the past, tried to remedy this deficiency. In general, schools had segregated approaches by discipline, most often in social studies, home economics, or in business education, and consequently, relegated them to the upper grades of our secondary schools. Rarely, in these approaches was the consumer situation seen as one in which individuals, from their earliest years, are enacting multiple roles as consumers, producers, and citizens within an economic system which relates them to other individuals, to business, and to government.

Also, traditional approaches most often tended to concentrate on either the highest cognitive behavioral objectives, ignoring practical application of theory, or on mere consumer facts, ignoring patterns of thinking and real understanding. Simply stated, these approaches rarely taught individuals both the how's and why's of decision-making in the marketplace.

Consumer and economic education (CEE), then, is new only in its approach by emphasizing relationships that have until now been largely ignored and by integrating these relationships into a wide range of disciplines and levels of curricula, K-12, and in adult education. The CEE guidelines are designed for teachers to help them trace these relationships by identifying and ordering key concepts, as well as some generalizations that the suggested learning goals would elicit. However, the guidelines can only serve as a starting or reference point for the creativity of teachers. With them remains the hard task of integrating the maximum number of concepts into existing curricula, writing learning goals with performance objectives appropriate to their particular classes, and devising activities that will help students reach the desired learning goals and that will help them establish patterns of effective action.

The introduction focuses on principles of decision-making for the individual and family in the economy, on basic realities that affect all individuals in their combined roles as consumers, producers, and citizens. This section makes clear that consumer and economic education is primarily concerned with teaching about individual choice, about utilizing resources most effectively to satisfy human wants, and about maximizing these satisfactions. The introduction identifies general issues that students are most likely to encounter in those various roles and offers a simple overview of how the American economic system works so as to provide a structure for examining more specific issues.

Each of the sections following the introduction focuses on decisions of individuals and families as I. Consumers, II. Producers, and III. Citizens. While each of these roles determines a section for consideration, the relationship between them is apparent. (E.g., a person's production and income will most certainly affect his or her consumption.) These relationships become clear as issues reappear within the shifting perspectives of the different sections, just as the relationships between the household, business, and government sectors emerge in the generalizations and learning goals of each section.

The learning goals, suggestive of a wide range in Bloom's taxonomy, should be used with care. They are terminal goals, appropriate to students completing school, and form a list that is far from being an exhaustive one.

The bibliography on the back of each page containing a generalization includes references to a variety of materials teachers may use to supplement their knowledge, to enhance classroom activities and to further students' research. This bibliography also contains references to the curriculum outline developed by Indiana teachers and may be secured through the Curriculum Division, Indiana State Department of Public Instruction.

What is perhaps obvious in this discussion is that teachers must bring to any set of guidelines skill, training, and sensitivity to translate them into a living curriculum and an exciting learning experience for their students, whether elementary, secondary, or adult. The following overviews offer some insights into how this can be accomplished and the Curriculum Unit Outline establishes a schema for teachers to organize their classroom tactics.

To help teachers in yet another way, the concepts, generalizations, and learning goals of these guidelines are interrelated and tied back to the decision-making process that establishes the essential strategy for teaching consumer and economic education. The process may be summarized in five steps: 1. Identify problem, 2. Set goals, 3. Seek alternatives appropriate to achieve goals, 4. Evaluate alternatives, and 5. Select among alternatives for decision and action. (See the model for decision-making.) The CEE guidelines, then, are designed to help teachers in training their students, regardless of level or subject area, to become competent decision-makers in the marketplace by identifying goals, clarifying values, and choosing among alternatives.

This training will provide the means "to achieve maximum satisfaction of individual and family goals through the responsible use of available resources." And this is what consumer and economic education is all about.

MODEL FOR DECISION-MAKING

Individuals and families interacting
with business and government can make

informed **Consumer** decisions that affect their	informed **Producer** decisions that affect their	informed **Citizen** decisions that affect their
Budgeting	Work	Information
Spending	Leisure	Protection
Borrowing	Education	Community Services
Saving	Careers	Environment
Investing	Retirement	Government Participation

by following five steps of decision-making

1. Identify problem.

2. Set goals.

3. Seek alternatives to achieve goals.

4. Evaluate alternatives.

5. Select among alternatives for decision and action.

OVERVIEWS FOR CONSUMER & ECONOMIC EDUCATION

I. Elementary

Consumer and economic education in the elementary grade is more than preparation for a future role. At a very early age, children begin to function in modest ways as consumers and producers, receiving allowances and gifts of money and even earning small amounts from household and neighborhood chores. This money first begins to assume reality for these children as they begin to assign it value, by spending or saving it.

For most of these same children, consumer and economic education of one sort begins in front of a television set. Pre-schoolers may rarely distinguish commercials for toys and foods from the entertainment portion of the program. However, in the early elementary grades, children become more critical about commercials, and by the time they reach sixth grade, they often have clear opinions about them and tend to evaluate advertised products in terms of their personal concerns.

At the same time this critical faculty is developing, children hear the adults around them discuss income and budgets, purchases and credit, and soon many of these children begin to recognize the effects of product choice on the environment and on their personal health and safety. In other words, children at an early age begin to enact the interrelated roles of consumer, producer, and citizen without the awareness of doing so.

Since grade school children are most readily affected by what is concretely available to them, they need access to data on which to operate directly. The child's cognitive map is developed by performing on the objects of experience as cognitive/intellectual data assists the process of developing perceptions of the world which serves as the basis for behavior. At first, these operations are sensorimotor; then the child begins associating and relating data; later these operations are carried on mentally, using such representations as language, signs, and symbols. While progressing through the elementary grades, the child develops the ability to deal with abstractions and to solve increasingly complex social problems.

Elementary teachers play a critical role in this development as they help children integrate the skills and knowledge areas that enhance the roles which make up an ever-increasingly significant part of these children's lives. Also because developmental levels of children are so varied and because the skills acquired at one level of development are so necessary to successful functioning at the next level, teachers have discovered they must design programs with the widest range of teaching strategies and learning choices, programs that can clearly and continuously assess each child's level of competency.

Consumer and economic education helps the elementary teacher in many ways because its essential skills are those developed in the early grades: reading, writing, computation, analysis of comparative data, problem-solving, and decision-making. Perhaps even more important to the teacher, however, is the direct and concrete expression of these skills in knowledge areas that have the most meaning for their students. With the wide range of topics gleaned from everyday experience, it is not surprising that consumer and economic education is variously described as the teaching of living, coping, or survival skills that are unmistakably competency-based.

These competencies are developed when skills are coupled with knowledge areas to which students relate. These knowledge areas are outlined in the following four sections of the guidelines and are linked by several basic understandings. For example, "all people have wants and needs for goods and services" is one understanding which underscores all of consumer and economic education. Students look at goods as being those things which they can identify, such as clothes, toys, food, automobiles, and highways. Services are those activities which include doing something for a person but do not encompass the production of an article that would be consumed. Services include desirable activities such as haircuts, laundering, instruction, television repair, garbage collection, police and fire protection.

Also included is the understanding that all people must make choices among the limited resources available. The cost of every choice made is equal to that of the alternative or opportunity foregone in making the choice.

The role of individuals and families as consumers evolves easily from understanding the relation of wants and needs to goods and services. Consumers can consume something such as food or clothing, or they can consume services such as watch-

ing TV, using the family car, going to a doctor or lawyer. The guidelines make clear that many of the problems of decision-making for the student-consumer cluster around the activity of budgeting, choices among goods and services, and the questions of spending and saving.

In viewing the role of individuals and families as producers, students often focus on career education and the idea that goods and services are produced by people within the community, people such as farmers, businessmen, automobile mechanics, teachers, policemen, and firemen. On the household level, students can look at production in terms of family members preparing food, washing clothes, and other household activities. Within the production process can be included patterns of organization in production; for example, in the community, with its school districts, water system, parks and recreation programs. Students can trace production patterns in business organizations such as grocery stores, a dairy farm, an automobile factory, a television station, or a telephone company.

Within this analysis, another understanding easily emerges for students, and that is "efficient production requires specialization;" that with the division of responsibilities or chores, output can actually be increased whether it be in the household, in a business, or in a governmental agency. And just as decision-making is fundamental to the role of consumer, students will discover that it is equally important to the producer because resources are used in the production process and the producer must make choices of how to use those resources.

These decisions often become public ones because of the conflict of values and goals between individuals and between various sectors of society, and this is why the role of individuals and families as citizens becomes critical. Students, at an early age, can appreciate the proper use of information, the need for protection, and the value of services provided only by governmental agencies.

As students move into intermediate grades, basic understandings that have been developed in language arts, science, and math can be deepened within an expanding curriculum, particularly within social studies, which includes state and regional studies, studies of history, and studies of comparative world systems.

Within state and regional studies, consumer and economic education can focus on various regions of the United States and the interdependence of one with another showing how each region in the country, specializing in that which gives it a comparative advantage, increases the output of the nation as a whole. Within that perception students discover that regions become increasingly reliant on other regions to provide alternative goods and services.

Consumer and economic education in history may concentrate on the growth of the United States in terms of agriculture or industry and the factors of how different institutions develop as the country grows: for example, the banking system, international trade community, transportation systems, and governmental agencies.

In comparative world studies, the roles of consumer and producer throughout the world can be contrasted within differing economic systems. These studies focus on where and what resources are available, what and how to produce, and who receives these goods and services in various parts of the world.

In addition to enhancing the roles of individuals and families as consumer and as producer, consumer and economic education can thus assist students to function as more responsible citizens in a complex, technological world. The educated consumer and producer today must reconcile personal choice with society's desire to survive as diminishing resources and ecological demands are felt with ever greater intensity. Sensitive elementary teachers, consequently, help students relate consumer and economic concepts to developing citizenship in a world of the future where the decision-making process may not have the same alternatives in the resources, values, and goals we have today.

Consumer and economic education offers them a context within which skills and knowledge areas that have been introduced at the most practical levels in the lower grades can begin to assume broader and more abstract connotations. The roles of consumer, producer, and citizen begin to acquire a resonance beyond individual experience and to form a basis for keener analysis.

II. SECONDARY

Teenagers today are often working as well as going to school. They earn, spend, and save money and often are allowed to charge purchases to family accounts. Junior and senior high school students need to know how to intelligently purchase and use goods and services, understanding both the values received by the consumer and the economic consequences of their acts to both themselves and society.

Secondary school students are exposed to many more sources of influence than was possible for their grandparents of a century ago. Because they tend to have more free time and a wider range of social contacts, students may more frequently seek information from their peers than from members of the family unit. Teenagers are affected by many conflicting value systems which influence their decision-making processes. Many of today's youth have to make informed choices on the consequences of short-term gains versus long-term benefits. Consumer and economic education can make a significant contribution in assisting secondary school students to examine and clarify their values, analyze and synthesize data, and

make informed choices concerning their lifestyles both in the short and long run.

Prior to arrival in junior high school, students should have acquired some understanding of key concepts such as wants, resources, specialization, consumption and production, scarcity and trade-offs. They should have gained an understanding of various roles: those of family member, consumer, wage earner, borrower, saver, investor, and voter. With a background of study, within an historical perspective, a global view, or an analysis of activities within their state, students should have the foundations on which to build relevant decisions of immediate practical use.

Since teenagers are major consumers of our nation's goods and services, schools should provide opportunities for learning how to make informed decisions in the marketplace. By using student experiences in the marketplace as the starting point for class discussions, teachers can discover ways to introduce topics that match student interests and fill gaps in their knowledge. Local laws and tax issues, newspaper and magazine articles, television specials and advertisements can all be used as catalysts for student activities which will provide first hand learning opportunities. The astute secondary teacher will utilize these opportunities to provide background for students lacking prior understandings.

Because many adolescents hold part-time jobs and are interested in career opportunities, it is important that they understand how technology and resources on the local, state, national, and international levels affect them. In order to make intelligent career training choices, students need to be aware of how changing events alter patterns of employment, skill requirements, levels of earning, and standards of living.

Consumer and economic concepts are contained in some facets of many secondary school courses of study. For example, consumer product testing is an appropriate focus for teaching scientific methods in a science class; math, business, and home economics teachers use practical examples of the cost of credit, family budgeting, and business management in their teaching; social studies courses focus on social issues such as energy, inflation, the environment, government laws and regulations, and consumers rights and responsibilities. Home economics and business education courses often include information related to buying an automobile, renting a home or apartment, comparative shopping and business, labor, and government relations in a changing economic environment.

Recognizing the multidisciplinary nature and scope of consumer and economic education, schools may set up a separate course of study using teams of teachers from all of the disciplines or a single teacher with expertise provided by other members of the staff where appropriate. For example, a guidance counselor can assist in discussions of career opportunities in a rapidly changing business environment.

Materials such as credit statements, applications for loans, tax forms, county zoning ordinances which affect the location of homes and businesses can also be used as focal points of inquiry.

As a potential borrower, saver, or investor in business, students must also become aware of the factors which have an impact upon business and consequently upon their choices. Although this information is practical and important, it is not sufficient to prepare students for our complex world.

As the students mature and gain skills of analysis, synthesis, and evaluation, they need to move from a concern with individual needs and choices to an examination of major social institutions, how they relate to one another, how consumers influence these larger organizations and how consumers are affected by them. A study of such institutions as labor and business management groups, consumer protection agencies, and the Federal Reserve System leads to an understanding of the economic system as a whole and the individual's various roles, rights, and responsibilities within it.

The responsible voting student citzen must be cognizant of the various alternatives that are available and the likely impact that a vote or decision will have on oneself and others. In this increasingly interdependent world, our survival is contingent upon a citizenry that will become responsible and informed decision-makers.

III. Adult

The decisions one makes today as a consumer, producer, and citizen have been compounded both in number and complexity over those of just a generation ago. Where one hundred years ago transportation choices were limited, today they are not only varied, but can have a global impact in terms of environment, interdependence, and allocation of scarce resources. Technological advances are constantly outdistancing the adult's career training experiences, which have an impact on individual decisions concerning new career directions or additional advanced training opportunities. The range of choices in housing, food, and lifestyle indicates a need for adults to develop skills necessary to function more effectively as spenders, borrowers, producers, and earners, savers, investors, and citizens.

Consumers who are both competent and responsible citizens are not only learning new skills; they may have to unlearn a good many things. Having learned how to judge the personal value of such diverse products as home heating equipment, detergents, and insecticides, they may have to reappraise buying decisions in light of information about the ecological effects of these and other products upon the environment.

Consumer and economic education embraces more than budgets and the marketplace; it includes education about career options, retirement choices, the impact of voting decisions, and more. Adults generally participate in consumer and economic education programs because they perceive a need for skills which are immediately applicable. Programs not relevant to their needs are likely to lose out to the competing demands on an adult's time.

Program content, therefore, logically deals with topics that concern citizens in their daily lives.

The diversity of the adult population presents special challenges for those developing consumer and economic education programs for adults. Widely varying educational levels, different socio-economic backgrounds and special interests of individuals are some of the factors which shape the development of programs.

Specific target populations will often express concerns which can be utilized as a focal point for curriculum development. There are many groups and organizations serving varied interests while providing education for adults. Regional Councils on Aging, Cooperative Extension Services, Community Action Programs, Legal Services Agencies, and Vocational Technical Education Centers are among the groups available to adults who are seeking further learning experiences. Coordination among these groups and wider dissemination of information concerning available services will maximize the number of persons served by adult consumer and economic education.

Classes which are most effective are informal and not restricted to a traditional school format or environment. Many of the adults seeking such a program were not reached during their years in a formal school setting. In addition to utilizing appropriate texts, teachers can acquire pamphlets from local, state, and national governmental agencies, private businesses and organizations, magazine and newspaper articles, cartoons and advertisements. Audiovisual aids, field trips, guest speakers, and presentations by class members all prove effective in adult education classes.

Discussions of the public sector are helpful in courses for adult consumer citizens. Many goods and services such as transportation, health care, highways, parks, and water are purchased and consumed differently from products and services in the private sector. Applying the decision-making process during class discussions can surface alternatives formerly not considered by class members. Awareness of new options can expand horizons and increase the potential for appropriate individual decisions. Role-playing and assessing outcomes will increase skills necessary for wise decisions and effective citizenship.

While the needs of adults differ in many respects, they are all related to a common core of concepts and generalizations. These are outlined in the following sections to provide a basis for developing any program in consumer and economic education.

Thus, the major focus in the area of the adult consumer and economic education project is to provide basic materials and guidelines for leaders to target groups and organizations, facilitating their design of the programs best suited to meet the needs of their groups. The key is flexibility and diversity, yet organized, to provide the common objectives identified as most important in producing a citizenry literate in the consumer and economic decision-making process.

PRINCIPLES OF DECISION-MAKING

KEY CONCEPTS:

Scarcity
Individual and Family Goals
Market System

SELECTED GENERALIZATION:[1]

Since available resources are scarce relative to wants and needs, individuals and families as consumers, producers, and citizens must make choices among alternative wants and needs.

SUGGESTED LEARNING GOALS:[2]

Utilize the decision-making process in solving a specific economic problem that is one that would involve; 1) indentifying the problem; 2) setting goals; 3) listing alternatives among available resources; 4) evaluating alternatives in terms of costs and benefits; and 5) choosing an alternative in light of goals set.

Explain, by citing personal examples, how the principle of scarcity operates with respect to a limited resource (such as time, energy, skills and knowledge, money, goods.)

Apply the principle of scarcity to a universal problem, i.e. world hunger, mass transportation, energy conservation, environmental protection.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:[3]

To help students learn decision-making as the allocation of limited resources among unlimited wants and needs, have them:

Draw or select pictures of four or five items, ranking them according to importance. Ask students how they would decide which items are those they could do without.

Write down ten improvements they would like to make in their rooms at home during the next year. Then have students decide which of the ten are actually realistic goals and which seem impractical because of limited resources (i.e., lack of adequate income, lack of adequate skill for "do-it-yourself" projects, lack of time).

Relate a universal problem of energy conservation or environmental protection to their personal living concerns by analyzing the decision-making process that is used in providing transportation for them and for other family members during a normal weekday. Have students list alternative means of transportation and the reasons why they were rejected.

[1]The generalizations, often asserting a causal relationship among two or more concepts, have been selected to offer understandings most fundamental to consumer and economic education. Teachers may wish to refine these by adding sub-generalizations.

[2]The learning goals, stemming from the generalizations, are some of the goals of consumer and economic education that are appropriate for students completing their schooling. Teachers will want to adapt and expand these learning goals to develop a local curriculum by grade level and subject matter.

[3]These ideas are merely suggestive of a wide range of possible teaching/learning activities that teachers will want to develop with measurable performance objectives in helping their students reach the chosen learning goals.

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Applied Economics Transparencies – Southwestern Publishing Co., Cincinnati, Ohio 45227.

A presentation of basic economic principles and concepts through the use of 50 transparencies. Each applies a concept designed to show relationships between real world and real life experiences. Teacher manual containing specific suggestions for presenting each transparancy.

Economic Decision Making: What, How and For Whom — Doubleday Multimedia, 1 color filmstrip, 1 LP record, teacher guide, or 1 color filmstrip, 1 cassette, teacher guide.

Examines conflict created by man's unlimited wants versus his inability to supply them with limited resources. Describes how people must choose between alternatives and how decisions must be made on what to produce, who the producers should be and for whom the materials should be produced. Reviews the differences between government controlled economy and one which combines the choice of both consumers and producers explaining how most countries utilize both processes and how industrialization affects choices.

Personal Perspectives: A Guide to Decision-Making. Paolucci, Beatrice; Faiola, Theodora; Thompson, Patricia; and Kiser, Janet. New York, McGraw-McGraw-Hill, Inc., 1978.

A student text which focuses on management and decision-making in a complex world. Includes discussion questions, activities, case studies and career profiles in sections on food, clothing, housing and personal living.

Today's Economics — American Education Publications, Education Center, Columbus, Ohio 43216. Designed for grades 9-12.

Case studies help students grasp 19 economic principles, including allocation of resources, prices, government regulations.

TEACHERS' CURRICULUM UNITS

Angermeier, Anita,
Adult Women Cooperative Extension Services
Archbold, Judith,
Career Awareness, Grades 5-6
Borne, Ann S.,
Survival, Grade 9
Bunting, Carolyn,
What Do We Do Now? Grade 6
Geedy, Patricia,
To Buy or Carry Lunch, Grade 1
Hahn, Kathy, Bertha Anderson,
Liquid Gold, Business Ed., Grades 10-12
Hodge, John,
Civilizing a Continent, American History, Grade 9
Horner, Larry W.,
What Happens to Daddy's Paycheck, Grade 5
Kendall, Dorothy,
Family Economics, Grade 4
McCasland, Peter C.,
Chemistry, Grades 11-12
Mayer, Shirley,
Home Economics, Grade 9
Nemes, Carolyn,
Family Relations, Grades 11-12
Norris, Yale,
To Have–Or Have Not, Grades 3-4
Pendley, William Raymond,
Introduction to the Depression, U.S. History, Grade 11
Pfenninger, Elizabeth A.,
Study of Nutrition Through Economics, Grade 3
Quinn, Charlotte,
Economic Growth Through Technology, Grade 6
Quinn, Geraldine,
The Mini World of Our Shopping Center, Grade 6
Seabold, Virginia,
Interdisciplinary Unit, Grade 7
Stukey, Barbara,
Mini Unit on Economic Choices, Primary
Tanner, Audrey J.,
Every Coke Has a Container, Grade 6
Turner, Gene M.,
Driver Ed., Grade 10

SELECTED GENERALIZATION:

When individuals or families choose among alternatives, the true cost of the chosen alternative is that of the best single alternative (or opportunity) they must forego to obtain the choice.

SUGGESTED LEARNING GOALS:

Identify the alternatives that must be foregone by individuals and family in order to obtain a particular good or service.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students develop an understanding of "opportunity cost," have them:

Make or select pictures of a toy or luxuries they would like. Display the pictures in a pocket card holder. Follow-up questions: "If you could have only one,

Which toy or luxury would you choose?
Why did you choose that one?
What would your second choice be?
Which was easier to go without?
Which did you give up or forego to have the chosen toy or luxury?"

Make a list of 25 to 50 items which they would like to have. Have each student assume he or she has $50 (and no more) to spend on needs or wants. Students should then choose those items which can be obtained with the $50 and explain why they chose the item(s) from the other alternatives. Have students analyze if the benefits they desired from their choices exceeded the costs in terms of what they had to give up or forego.

Work in groups of five to draft a list of recommendations on how they would allocate a fixed appropriation for community development. Discuss the trade-offs involved in terms of final recommendations and the likely impact they would have on individuals or families as consumers and taxpayers, as well as on business in the community.

BIBLIOGRAPHY

GENERAL REFERENCES

Change and Choice — J. Kasun, Addison-Wesley Pub. Co., 2725 Sand Hill Road, Menlo Park, Calif. 94025

Treats main aspects of economics to help students develop overall understanding of current economic principles. Use as a basic teaching tool or as a supplement. Study questions at end of chapters emphasizes basic concepts.

Consumer Decision: A Creative Classroom Activity — Social Study School Service, 1000 Culver Blvd., Box 802, Culver City, Calif., 90230

A simulation game in which "family" groups participate in buying goods and services with a limited income. Students live through 12 months in which they receive a median income ($800.00), pay the family bills, meet emergencies and made decisions on what luxuries they can afford. To finance consumer goods or meet emergencies, they may borrow from Community Bank, the Friendly Finance Co., or another family. Family with largest assets at the end of the game wins.

10 page teacher's guide, 16 student info. sheets and exercise forms which may be easily reproduced. Time: 3-4 class periods. High school level.

The Money Tree — Film. Aims Instructional Media, Hollywood, Calif., 20 mins., Color, 1972.

Shows difficulties of young married couple that lacks knowledge of facts of life concerning finances. Concepts of immediate gratification, desires, use of credit, materialism and maturity relating to marriage and parenthood. Would relate well to high school students.

Maggie Marlin's Platform Shoes — (Film) Gregg & Community College, McGraw-Hill Book Co., Manchester, Ohio 45144

Maggie Marlin makes purchase of platform sole shoes to be like friends. Eventually she realizes she spends much money being like her friends; she decides to spend money on what *she* wants. Deals with her adventures in the business world.

TEACHERS' CURRICULUM UNITS

Archbold, Judith,
Career Awareness, Grades 5-6

Borne, S. Ann,
Survival, Grade 9

Bunting, Carolyn,
What Do We Do Now? Grade 6

Farris, Lynn,
Opportunity Costs of Babysitting, Home Economics, Grades 7-8

Harker, Valjean,
Do I Really Want an Automobile? Social Problems, Grade 9

Horner, Larry W.,
What Happens to Dad's Paycheck, Grade 5

Jones, Ann,
Opportunity Cost: The Ability to Make Choices, Primary Special Ed.

Kendall, Dorothy,
Family Economics, Grade 4

McCasland, Peter C.,
Chemistry, Grades 11-12

Nemes, A. Carolyn,
Family Relations, Grades 11-12

Norris, Yale,
To Have—Or Have Not, Grades 3-4

Pendley, Raymond William,
A Introduction to the Depression, U.S. History, Grade 11

Perry, Debbie,
Business Survey, Grade 10

Pfenninger, Elizabeth A.,
A Study of Nutrition Through Economics, Grade 3

Quinn, Geraldine,
The Mini World of Our Shopping Center, Grade 6

Randolph, Cynthia,
Finding the Relations Between Business Law, Large Business and Our Community, Grades 11-12

Stukey, Barbara,
Mini Unit on Economic Choices, Primary

Tanner, Audrey, J.
Every Coke Has a Container, Grade 6

Turner, Gene M.,
Driver Ed., Grade 10

Wright, Carolyn,
An Economic Practice Set for Typing I, Grades 10-12

INDIVIDUAL FAMILY GOALS

SELECTED GENERALIZATION:

Personal, social, and economic factors determine individual and family goals such as growth, security, justice, and freedom, etc. These goals influence the decisions they make as consumers, producers, and citizens.

SUGGESTED LEARNING GOALS:

Cite personal and societal factors that determine individual and family goals. Indicate how changing values and attitudes affect those goals over a person's life cycle thus altering one's economic decision-making.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand how changing values and attitudes affect goals over a person's life cycle and how these changes influence the decisions they make as consumers, producers, and citizens, have them:

Illustrate how and why they would use an allowance of x cents or dollars per week, and how that use might affect other members of their family and the community. Compare these choices within the class and generalize.

Establish a career goal by using the decision-making process. Discuss personal, social and economic factors over the next five, ten, twenty, or forty years that might affect that decision.

Prepare oral or written reports on how the decision-making process would be applied to the purchase of a desired good or service or to borrowing, saving, and investing or to occupational choice. Some students could perform the role of citizens applying the process of decision-making to the merits of a certain government regulation (such as the Uniform Consumer Credit Code) or the allocation of certain public goods and services. As feasible, each student should evaluate the effects of the decision in terms of costs and benefits to them as individuals.

BIBLIOGRAPHY

GENERAL REFERENCES

Choosing What To Buy — Filmstrip *Centron* Environmental Films, 1621 W. 9th, Lawrence, Kansas, 66044

Boy and girl empty their piggy banks and begin to make plans for buying a birthday gift for father; lead questions in the decision-making process are presented by their mother. Pooling their money, borrowing additional money, buying separately are all possible. Deals with early concepts of borrowing and spending.

Values Clarification. Simon, Sidney, Howe, Leland; and Kirschenbaum, Howard, New York, Hart Publishing Company, Inc., 1972.

Provides 79 specific strategies to help students identify and clarify their values. Adaptable to most age and experience levels.

If You Don't Know Where You're Going You'll Probably End Up Somewhere Else — Dr. David Campbell, Argus Publishing Co.

Short paperback good for younger students regarding the establishment and revising of life goals and getting the most of out of life.

The Role Of Consumer Education — Reprint of *Forum* Magazine, Fall/Winter, 1968. Educational and Consumer Relations, J.C. Penney Co., Inc. 1301 Avenue of the Americas, New York, N.Y. 10019.

Such topics as: Values, The Role of Values in Consumer Choice, Government Responsibility to the Consumer.

Stuffed Cabbage — Filmstrip Gregg & Community College, McGraw-Hill Book Company, Manchester, Ohio, 45144.

Two girls share an apartment; they decide to split expenses. They soon learn that each has different values based upon their ethnic backgrounds, past experiences and environment.

Forum — J.C. Penney Company, Inc., Educational Relations, 1301 Avenue of the Americas, New York, New York 10019. Current issue free from your local store manager. Back issues ordered from above address.

Creative Decision Making — Fall/Winter 1973. Exercises in developing and applying creative thinking.

Value Clarification. Spring/Summer 1972. Discusses value conflict, consumer decisions and universal values, as well as value clarification.

TEACHERS' CURRICULUM UNITS

Bunting, Carolyn
What Do We Do Now?, Grade 6

Dennison, Bonnie,
Banking, Grade 5

Fales, Beverly C.,
Costs of Convenience, Foods I, Grades 10-11

Grimm, Carol E.,
Money and It's Economic Concepts., Kindergarten

Hodge, John,
Civilizing a Continent, American History, Grade 9

Humphries, Lynn,
Sociology, Grade 12

Kendall, Dorthy,
Family Economics, Grade 4

Mahoney, Deloris,
Values and Choice, Grade 6

Nemes, Carolyn,
Family Relations, Grades 11-12

Perry, Debbie,
Business Survey, Grade 10

Quinn, Charlotte,
Economic Growth Through Technology, Grade 6

Quinn, Geraldine,
Mini World of Our Shopping Center, Grade 6

Vanhorn, Cindy,
Families, Grade 2

INDIVIDUAL AND FAMILY GOALS

SELECTED GENERALIZATION:

Goals, e.g., growth, security, justice or freedom, may conflict with one another and one goal may be obtained at the expense of giving up some of the others.

SUGGESTED LEARNING GOALS:

Analyze the possible trade-offs in goals that are involved in selecting a particular goal to achieve desired ends.

Demonstrate the ability to weigh one alternative against another in making a personal economic choice by (1) relating that choice to personal values and goals, (2) explaining how that choice affects other goals.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand the possible trade-offs in achieving goals, have them:

Consider the merits and problems of the following situation: Food prices have been rising steadily. The farmer says, "This is good." The consumer feels, "This is bad." Have the class discuss who is right—the first person, the second, neither or both?

React to the statement, "If we want a better life for all Americans, we must be willing to pay for it—and some of us will have to pay more than others." Have students record the conflicting goals within the class and analyze how they might be resolved.

Select a problem relevant to the class concerning growth, security, justice, or freedom. (For example, an open immigration policy vs. a restricted immigration policy or open shop vs. union shop.) Prepare a series of overhead transparencies that relate each step of the decision-making process to that problem. Lead the students through the process step by step. After completing the discussion, ask each student to select a problem important to him or her and apply the decision-making process to reach a solution.

BIBLIOGRAPHY

GENERAL REFERENCES

Decision-Making for Consumers: An Introduction to Consumer Economics — Maynes, E. Scott, New York, Macmillian Publishing Co., Inc., 1976.

Discusses how consumers can make more effective purchasing decisions. Analyzes our economy from the consumers' viewpoint. Teacher resource.

Economic Issue for Consumers — Miller, Roger Leroy; St. Paul, Minnesota: West Publishing Company, 1975.

A student text which places consumer purchasing decisions in an economic framework. Issue-oriented. Includes thought questions, students projects, selected readings and numerous case studies.

Reaching Your Financial Goals — Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.

Presents a personalized, easy-to-read plan for managing income to meet goals.

MARKET SYSTEM

SELECTED GENERALIZATION:

In a free market system, the interaction of supply and demand determines **what** goods and services are to be produced, **how** they are produced, **how much** will be produced, and **who** will receive the goods and services.

SUGGESTED LEARNING GOALS:

Demonstrate how household, business, and government decisions interact to determine 1) what goods and services are produced in the product markets, 2) how the resources will be combined in order to make efficient use of resources, and 3) who shall receive the goods and services once they are produced.

Compare and contrast a free market system and a totalitarian socialistic system.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand how supply and demand operate in a market system, have them:

Make a mural entitled "Goods and Services from Farm to City" emphasizing not only production and consumption, but distribution as well.

Analyze business firms using the following questions as guides: **What** goods or services are produced? **How** are they produced? What natural resources are used? **What** is the production mix between labor and capital, e.g., machines and workers? Is there very large investment in expensive machinery or do workers use less expensive tools?

How much was produced? What are the trends of consumption? Why?

For whom are the products produced? Are they for general consumption? For a specialized consumer market? To supply other businesses with capital equipment?

Compare and contrast how a free market system and a totalitarian socialistic system answer the basic economic questions of **what, how, how much,** and **for whom.**

BIBLIOGRAPHY

GENERAL REFERENCES

Between Capitalism And Socialism — Robert L. Heibroner, Vintage Publishing Co., 320 pp.

Noted American economist discusses radical economic development and the economics of underdeveloped countries. Theory and application.

Economic System—Simulation Game — Developed by T. Robert Harris and James Coleman, Western Publishing Co., School and Library Dept., 850 3rd Ave., New York, N.Y. 10022, 7-13 players, Time: 2-4 hours

Simulates basic features common to a wide variety of economic systems. Players assume roles of either worker, farmer, or manufacturer. Farmers and manufacturers control farms and factories, workers supply labor for factories or farms. Each player attempts to achieve satisfaction points by obtaining and consuming manufactured goods and foods. Students learn cycle of production, marketing and consumption and gain understanding of principle of diminishing marginal utility. Higher levels include role of mine owner, taxation and possible government regulation of economy.

Our Economic System — Essays and Teacher's Guides. Sears, Roebuck & Co., 1976. Order from Association Films, 512 Burlington Avenue, LaGrange, Illinois 60525.

Twelve essays, written by the editors of *Reader's Digest* and sponsored by The Business Roundtable, present basic information on our private enterprise system. Accompanying guides help teachers amplify concepts and suggest activities for students. Includes a glossary of economic items.

TEACHERS' CURRICULUM UNITS

Auer, Daniel Gene,
Social Science, Grade 7
Hahn, Kathy,
Liquid Gold, Business Ed., Grades 10-12
H[illegible]r, Janice L.,
A Comparison of Two Systems, Language Arts, Grade 8
Hodge, John,
Civilizing a Continent, U.S. History, Grade 9
Horner, Larry W.,
Daddy's Paycheck, Grade 5
McCasland, Peter C.,
Chemistry, Grades 11-12
Pendley, Raymond William,
Depression, U.S. History, Grade 11
Perry, Debbie,
Business Survey, Grade 10
Pfenninger, Elizabeth A.,
Nutrition Through Economics, Grade 3
Randolph, Cynthia,
Relation Between Business Law, Large Business and Community, Grades 11-12
Seabold, Virginia,
Interdisciplinary Unit, Grade 7
Turner, Mary Alice,
Let's Take a Trip to the Grocery Store, Kindergarten
Uslar, Mary E.,
Producers and Consumers, Grade 1

Fluctuations In The American Economy — Henry H. Villard, 38 pp., 1972, student booklet, 6 page teacher's guide.

Historical explanation of American economic changes and their impact on the individual. Includes financing the American Revolution, the panic of 1837, Bryan and the gold standard, the great depression, Keynes and recovery, and inflation and unemployment.

MARKET SYSTEM

SELECTED GENERALIZATION:

For a market system to operate efficiently, competition among producers must exist with profits serving as an incentive in the allocation of resources to meet consumer demand.

SUGGESTED LEARNING GOALS:

Analyze the characteristics of a competitive market.

Analyze how monopolistic practices and collusion among producers of particular goods might affect (1) these producers, (2) other producers of the same goods, and (3) consumers of these goods.

(1) Analyze how profits allocate scarce resources among competing uses in a market economy. (2) Analyze how profits in a particular firm or industry affect individuals and families in terms of employment opportunities.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students analyze the characteristics of a competitive market, have students:

Define the meaning of market as the meeting place for buying and selling. Choose markets in the community with which the students are familiar—the local grocery store(s), drug store(s), barber shop(s), gas station(s), restaurant(s), etc. Identify how goods and services are divided and discuss what effect having only one or more than one of each of these markets has on the consumers in the community.

Review the importance of profits to business. Ask a local business-person, banker, or stockbroker to discuss profit-loss records of several firms. Seek answers to the following questions: Are the profits high enough to attract enough savings to maintain a stable or growing number of investors? How do they rank when compared with firms producing similar products in other parts of the country? Are any of the firms making profits beyond those needed to attract an adequate amount of savings? If so, why? What effect do the profits have on employment patterns?

Discuss what effect they can have as individual consumers on the economic system.

BIBLIOGRAPHY

GENERAL REFERENCES

A Free Economy: Theory & Practice — Film — Structure and Function of American Government Series, 1962, senior high, Pennsylvania State Univ. AV Library.

Outlines essential ingredients of the classical or laissez-faire model of a free economy and shows how this has become a myth in the U.S. Pennsylvania State University AV Library.

Goals And Growth — Film CBS Money Talks Series, 1962, senior high, Pennsylvania State University AV Library.

US economic situation, past and present, basic measures of performance, goals. Defines basic measures: GNP, unemployment as a percentage of the total labor force, consumer price index, stock market index.

Checklist — Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036.

Annotated list of JCEE materials for teachers —curriculum guidelines, audio visuals, student projects, games, etc.

TEACHERS' CURRICULUM UNITS

Fales, Beverly W.,
Costs of Convenience, Foods I, Grade 1-11
Hahn, Kathy,
Liquid Gold, Business Education
Quinn, Geraldine,
Mini World of Our Shopping Center, Grade 6
Seabold, Virginia,
Interdisciplinary Unit, Grade 7

DECISIONS OF INDIVIDUALS AND FAMILIES AS CONSUMERS

KEY CONCEPTS:

Planning and Budgeting
Consumer Demand
Buymanship
Credit
Savings and Investments

PLANNING AND BUDGETING

SELECTED GENERALIZATION:

Changing income and expenditure patterns necessitate short- and long-range planning to meet continuing individual and family needs.

SUGGESTED LEARNING GOALS:

Analyze the factors which affect short- and long-range budget planning.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students analyze the changing factors which affect short- and long-range budget planning, have them:

Develop a list of personal short-term financial goals and determine how much would have to be saved per week to achieve one or more of these goals. Explain how financial planning should help one reach realistic short-term and long-term goals.

Compare the incomes and expenses of two of the following: (a) a school-age boy or girl, (b) a single head of household, (c) a married couple with no children, (d) a married couple with two teenage children, and (e) a retired man or woman (or couple).

Discuss the adjustments in financial planning that must be made to allow for the increasing costs of scarce resources and inflation, i.e., energy, food, housing.

BIBLIOGRAPHY

GENERAL REFERENCES

The Contemporary Consumer Series; Love On The Installment Plan — Filmstrip and Cassette, Gregg Community College McGraw-Hill Book Company Manchester, Ohio 45144

Correlated with *Money Management*

A young married couple gets into financial trouble because of a lack of planning.

Money Management — (Consumer Ed Resource Kit) Changing Times Education Service, Suite G96, 1729 H St., NW Washington, DC 20006

Five units on earning, spending, saving and budgeting.

Money Talks — Money Management Institute, Prudential Plaza, Chicago, IL 60601

Program is directed toward junior and senior high students to explain the techniques of setting up a management plan.

Reaching Your Financial Goals — Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, IL 60601

Designed to present a personalized, easy-to-use plan for managing income.

Your Guide For Teaching Money Management (for teachers) Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, IL 60601

Presents concepts, learning experiences, resources and evaluation criteria for teaching personal economics to students of different ages and abilities.

TEACHERS' CURRICULUM UNITS

Bickel, Sandy,
Consumer Credit, Adult Basic Ed.

Borne, Ann S.,
Survival, Grade 9

Harker, Valjean,
Do I Really Want an Automobile? Social Problems, Grade 9

Hodge, John,
Civilizing a Continent, U.S. History, Grade 9

Metzler, Ada,
Housing, Personal Finance, Grades 11-12

Nemes, Carolyn A.,
Family Relations, Grade 11-12

Norris, Yale,
To Have–Or Have Not, Grades 3-4

Seabold, Virginia,
Interdisciplinary Unit, Grade 7

Sherry, Priscilla, M.,
General Music, Grade 8

PLANNING AND BUDGETING

SELECTED GENERALIZATION:

Effective individual and family management of financial resources promotes satisfaction by distributing resources among identified goals.

SUGGESTED LEARNING GOALS:

Prepare a personal financial budget which enables you to make financial decisions regarding wise use of your limited resources.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students make financial decisions regarding the wise use of limited resources, have them:

Bring to class the grocery advertisements found in their local newspaper; compare the prices of similar items sold in different stores, discussing factors of quality and quantity. Have students develop a grocery list to provide a family of four a well-balanced diet for a week and decide where they would shop to get the most for their money.

Keep records of their personal income and spending over a seven-day period of time. Have students analyze their priorities during the period based on values and goals and how these might change. Have them also compare and evaluate different methods of record-keeping in relation to different personal needs.

Select an imaginary salary each expects to be earning at age 21 (or 40) and have them prepare financial budgets of their expected income and expenditures for a year. The budget should reflect each student's carefully considered value judgment about goods and services that are most important to him or to her, including the basic food, clothing, and shelter needs. Have select students present their respective budgets for class discussion. Compare their findings with Department of Labor Statistics.

BIBLIOGRAPHY

GENERAL REFERENCES

As The Family Grows — X203G, Educational Directions, Inc. Filmstrip and Cassette, Eye Gate, Jamaica, N.Y.

A young couple makes plans to add a baby to their family. Consideration is given to the cost involved—expanded housing, medical expense, clothing budget, emergencies.

Financing A New Partnership — Educational & Consumer Relations, J.C. Penny Co., Inc. 1301 Avenue of the Americas, NYC 10019

Planned as a supplement for use in teaching money management.

Getting Your Money's Worth — Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614

Series of six sound filmstrips designed to examine the complexity of today's consumer marketplace.

The Budget—Today And Tomorrow — X203C, 12:35 minutes. Filmstrip and Cassette. Educational Directions, Inc., Eye Gate, Jamaica, N.Y.

A young couple should understand their houshold expenses and establish a budget with the knowledge that it will be a changing thing.

Your Family And Its Money — Thal, Helen, Houghton-Mifflin Co., 53 West 43rd St., N.Y. 10036

Discusses goals, values and decisions.

Reaching Your Financial Goals — Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Ill. 60601.

Presents a personalized, easy-to-read plan for managing income.

Children's Spending — Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Ill. 60601.

Offers help to parents in teaching children how to manage money.

TEACHERS' CURRICULUM UNITS

Borne, Ann S.,
Survival, Grade 9
Dennison, Bonnie,
Banking Grade 5
Freed, Dora P.,
Good Money Management, General Business, Grade 9
Horner, Larry W.,
Daddy's Paycheck, Grade 5
Kendall, Dorothy,
This is Man, Grades 4-5
Metzler, Ada,
Housing, Personal Finance, Grades 11-12
Nemes, Carolyn A.,
Family Relations, Grades 11-12
Norris, Yale,
To Have—Or Have Not Grades 3-4
Seabold, Virginia,
Interdisciplinary Unit, Grade 7

PLANNING AND BUDGETING

SELECTED GENERALIZATION:

To maximize satisfaction, budgets should incorporate the uniqueness of individual and family needs and wants.

SUGGESTED LEARNING GOALS:

Explain what a personal financial budget can do or cannot do in meeting individual or family needs.

Explain why no two personal financial budgets would be alike for individuals of the same age.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand that a budget should incorporate the uniqueness of individual and family needs and wants, have them:

Explain how they would spend one dollar a week to meet needs not provided by their families, and explain the reasons for their choices. Compare the different choices and reasons.

Enumerate characteristics of hypothetical families which differ significantly in number of members, age and sex composition, level of income, geographic location, etc. Discuss the influence of these factors on the family's budget.

Decide the factors that would make their family budget unique and develop a budget incorporating these unique factors. Compare resulting budgets and identify the need for building in flexibility into the budgets for emergencies.

BIBLIOGRAPHY

GENERAL REFERENCES

Family Financial Management (A family record-keeping set, 2nd ed.) Roman and Finch, South-Western Publishing Co., Cincinnati, Ohio 45227

Provides opportunities for students to learn to keep the records for an average family of four during a three month period.

Home Management and Family Economics — Visual Production Division, 3M Co., Box 3344, 3M Center, St. Paul, MN 55101

Subject is divided into areas: Management in Theory, The Who and Why of Management, Management in Practice, The What and How of Management, Dollars and Sense.

Making Ends Meet — Guidance Associates, Pleasantville, NY 10570, Filmstrip with record.

Structures a model family budget.

The Money Tree — AIMS Instructional Media Services, P.O. Box 1010, Hollywood, CA 90028

Helps students become aware of the consequences when a young married couple lacks knowledge of financial facts of life.

How To Manage Your Money — American Bankers Association, 1120 Connecticut Ave., N.W., Washington, D.C. 20036. Available in English or Spanish.

Tips on financial planning, food, housing, education, insurance, savings, and investments, money management services, and what to do if you get into financial trouble.

TEACHERS' CURRICULUM UNITS

Freed, Dora P.,
Good Money Management, General Business, Grade 9

Horner, Larry W.,
Daddy's Paycheck Grade 5

Metzler, Ada,
Housing, Personal Finance, Grades 11-12

Nemes, Carolyn A.,
Family Relations, Grades 11-12

Norris, Yale,
To Have—Or Have Not, Grades 3-4

Seabold, Virginia,
Interdisciplinary Unit, Grade 7

Sherry, Priscilla M.,
Music, Grade 8

CONSUMER DEMAND

SELECTED GENERALIZATION:

Price, taste, seasonal factors, income, price of related goods, prices and expectations of future prices influence individual and family spending decisions which in great part determine the market demand for a particular good or service.

SUGGESTED LEARNING GOALS:

Cite examples of how consumer demand for a particular good or service is affected by 1) availability of substitutes, 2) number of uses for the goods or service, 3) price of the goods or service relative to income, 4) price of the goods or services relative to alternatives, and 5) taste or seasonal factors.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand factors affecting consumer demand, have them:

Prepare a questionnaire to interview grandparents or friends about food or other shopping practices when they were young. List changes from students' findings and discuss these in class. If possible, invite several grandparents to participate in a class panel on the changes in neighborhood shopping.

Describe what actions a consumer can take to combat a price increase for a particular product, such as sugar, coffee, or petroleum products, particularly if the consumer's income remains the same. Have the class draw conclusions regarding the most effective methods.

Prepare questions for a buyer from a local clothing or department store to discuss the effects of price, taste, income, and cost of substitute goods on the demand for various kinds of men's, women's, and children's clothing. Have students apply ways that factors affect clothing purchases and draw conclusions relating these factors to other purchases, such as transportation, grooming, food, housing, etc. during certain key periods of the year, i.e., Christmas, the first week before school and summer vacation.

BIBLIOGRAPHY

GENERAL REFERENCES

Economics From The Consumer's Perspective — Mandell, Lewis. Chicago, Science Research Associates, Inc., 1975.

Discusses economic principles as they relate to the family as a consuming unit. Many real-life illustrations in the areas of housing, consumer durables, debt, insurance, family planning, income and expenditures. Student resource

Youthful Consumer — The Educational Audio Visual Inc., Pleasantville, NY 10570

This filmstrip examines youth as consumers.

TEACHERS' CURRICULUM UNITS

Geedy, Patricia, S.,
To Buy or Carry Lunch, Grade 1
Graves, Therese,
Why Prices Are so High, Introductory Foods, Grade 10
Hahn, Kathy,
Liquid Gold, Business Education, Grades 11-12
Harker, Valjean,
Do I Really Want an Automobile?, Social Problems, Grade 9
Humphries, Lynn,
Sociology, Grade 12
Longfellow, Janeen,
Foods I, Grades 9-12
McCasland, Peter C.,
Chemistry, Grades 11-12
Metzler, Ada,
Housing, Personal Finance, Grades 11-12
Pfenninger, Elizabeth A.,
Nutrition, Grade 3
Quinn, Geraldine,
The Mini World of Our Shopping Center, Grade 6
Seabold, Virginia,
Interdisciplinary Unit, Grade 7
Wright, Carolyn,
Typing I, Grades 10-12

CONSUMER DEMAND

SELECTED GENERALIZATION:

Marketing techniques, such as advertising, sales promotions, and packaging also influence individual and family demand.

SUGGESTED LEARNING GOALS:

(1) Analyze selected (by teacher) advertisements as to whether rational or emotional appeals are being stressed (2) Cite and describe three examples of deceptive advertising (bait and switch, fictitious pricing, misrepresentation, etc.); (3) Analyze and evaluate selected (by teacher) advertisements as to how well they fulfill the major advantages of advertising for consumers.

(4) Describe the relationship of mass advertising and sales promotion to mass production and lowered prices.

(5) Illustrate with two or three examples how advertising and packaging enables producers to utilize product differentiation rather than price as a means of competition (aspirin, toothpaste, mouthwash, etc.).

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand marketing techniques and their impact on consumer demand, have them:

Prepare a display of several similar items and explain how the packaging might affect a consumer's decision to purchase them.

Discuss the influence of TV commercials on the buying habits of class members and their families. Prepare a check sheet for students to observe TV advertising to determine what can be learned about a new product. Have students report their findings to the class and analyze what makes some advertising persuasive. (If they are unsure of the grounds for their analysis, ask them how the commercials influence actions with facts, statistics, authority, or emotions.) For example: "This material is machine washable and wrinkle-free," (facts). "Four out of five doctors recommend . . .," (statistics). "This product has the approval of . . .," (authority). "When you reach the top, this is the car for you," (emotions). Collect several examples for each category.

A committee of students should choose a product and prepare what they consider to be an objective factual advertising campaign for that product. The campaign should then be presented to the class and evaluated on the basis of providing information and meeting individual and family needs. Divide the class into groups to research the marketing techniques of different procedures of similar products and prices; i.e., aspirin, toothpaste, cigarettes to bring about production differentiation Each student should state why he or she would or would not buy the product. The class should determine if the campaign was successful.

BIBLIOGRAPHY

GENERAL REFERENCES

Advertising: The Image Makers — Xerox Educational Corporation, Rochester, New York

Market research, advertising and other promotional techniques.

Advertising And Displaying Merchandise — Samson, South-Western Publishing Co., Inc. 5101 Madison Rd., Cincinnati, Ohio 45227

Presents fundamental principles and practices of merchandising through advertising and display.

Buyer Beware — Guidance Associates, Pleasantville, NY 10570, filmstrip with record.

Probes a wide variety of fraud and misrepresentation commonly found in advertising.

Consumer Education For The Elementary Grade; Advertising And You — Filmstrip and Cassette, Cantron Education Films, Lawrence, Kansas

The definition used for advertising is a paid announcement or message used to sell goods, services or ideas. It not only sells, but persuades. The various media used by advertisers is illustrated.

Consumer Power: Advertising — Film, BFA Educational Media, Santa Monica, CA, 20½ minutes, Color,

The reasons and motives for advertising.

The Exploited Generation — (Part I, 107 frames; Part II, 105 frames) Guidance Assoc., Pleasantville, NY 10570

Designed to help students understand the economic and cultural role of mass media advertising in our society.

Wollensak Teaching Tapes — 3M Dept. of Communication (Includes tape, student worksheets and teacher's guide.)

What Is Propaganda?
Ads: Hidden Messages and Friendly Pursuasion: Propaganda Types

Perspectives In Economic Education — The Canadian Foundation for Economic Education, 155 University Avenue, suite 301, Toronto, Ontario M5H 9Z9

Review of economic education materials available and in use in Canada.

Rapport — The Canadian Foundation for Economic Education, 155 University Ave., Suite 301, Toronto, Ontario M5H 9Z9

Includes games, case studies and other teaching aids, along with information on seminars and workshops sponsored by the CFEE

"Understanding Economics" Series — The Canadian Foundation for Economic Education, 155 University Ave., Suite 301, Toronto, Ontario M5H 9Z9

Booklet series designed to present different economic subjects to Canadian students.

TEACHERS' CURRICULUM UNITS

Fales, Beverly W.
Foods I, Grades 10-11
Grimes, James A.,
Meeting Your Goals Through the Wise Use of Advertising, U. S. History, Grade 8
Middlebrook, Ethel,
Advertising, Grade 4
Smith, Nancy Ann,
Foods, Grades 10-12
Tanner, Audrey J.
Every Coke Has a Container, Grade 6

CONSUMER DEMAND

SELECTED GENERALIZATION:

Overall conditions (inflation, unemployment, rate of interest) influence the spending behavior of consumers for various goods and services.

SUGGESTED LEARNING GOALS:

Identify and explain price level, level of employment/unemployment, level of income and how economic conditions (such as inflation, unemployment, interest rates) might influence consumer spending for various goods and services.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand how economic conditions influence the spending behavior of consumers, have them:

Divide the class into two groups. Have one group interview their parents on the factors that influence their decision to purchase a car or house. Have the other group interview businessmen on how changes in the economic conditions affect consumer demand. Summarize and compare the results of the two groups.

Inquire at a local bank about fluctuating interest rates over the past ten years and then make a graph of the findings. Have the class explain (a) what happens to local interest rates when the Federal Reserve System promotes a "tight" money supply; (b) the role of the Federal Reserve System to stimulate lending when the economy is sluggish; and (c) how these policies affect he students as consumers (and perhaps as employees and as taxpayers).

Prepare a set of overhead transparencies illustrating trends in the Consumer Price Index, national unemployment rates and prime interest rates. (Use graphs in the Wall Street *Journal,* New York *Times, Business Week, Family Economic Review,* or similar periodicals as a base.) Discuss how changes in each might affect total consumer spending. Then help students relate these trends to local conditions. (Local bankers should be able to furnish information on local inflation and interest rates; the local Indiana State Employment Service has unemployment data.) Have the students predict what they think will happen to local consumer demand, what effect this would have upon local prices for consumer goods and how they will respond as consumers.

BIBLIOGRAPHY

GENERAL REFERENCES

It's Only Money — Association-Sterling Films, 25358 Cypress Ave., LaGrange, Illinois 60525

An explanation of the ways in which the Federal Deposit Insurance Corporation works.

Money, Master or Servant? — Federal Reserve Bank of N.Y. 1971

Aids in understanding the Federal Reserve system.

The Federal Reserve System — Federal Reserve Bank of Atlanta, GA 1972

Offers a thorough introduction to the history and background of the Federal Reserve Bank.

Consumers In A Changing Economy — Spring/ Summer 1975. Forum. J. C. Penny Company, Inc., Educational Relations, 1301 Avenue of the Americas, New York, New York 10019. Current issue free from your local store manager. Back issues ordered from above address.

Discusses how inflation, monetary and fiscal policy, affect consumers' money management decisions.

TEACHERS' CURRICULUM UNITS

Metzler, Ada,
Housing, Personal Finance, Grades 11-12

Quinn, Gerladine,
The Mini World of Our Shopping Center, Grade 6

SELECTED GENERALIZATION:

Government regulations, legislation, and standardization practices affect consumer satisfaction and consumer demand.

SUGGESTED LEARNING GOALS:

Analyze how through legislation and regulation, the government can alter the "market" price of goods and services (e.g., air emission standards on cars or utilities, farm price supports) and the likely effects it will have on the quantity demanded for that good or service.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand that consumer satisfaction and consumer demand are affected by government practices, have them:

Set up quality testing programs for the following: paper towels—absorption rate and quantity; paper napkins; tissues, looseleaf paper—accuracy of ccunt; cellophane tape—accurate length, etc. A report detailing the results of these programs should be sent to the companies involved and to selected government agencies. Discuss all replies.

Develop a series of transparencies taken from various publications and newspapers that discuss pertinent information dealing with new government regulations, legislation, and standard practices relating to consumer goods or services. Have students observe the transparencies and discuss the possible advantages and disadvantages of these practices.

Invite a representative of a local automobile dealership to discuss the effect legislation regarding emission standards has had upon automobile price, as well as an environmental expert to discuss the same legislation. Conclude the discussion with a cost-benefit analysis. After "hiring" one of the students as a safety inspector in the classroom, have a local OSHA inspector and/or business person and two labor leaders discuss with the students the impacts of government safety regulations in a local firm on a) worker, b) business, and c) customer.

BIBLIOGRAPHY

GENERAL REFERENCES

Agencies That Protect The Consumer — 6 color film-strips, Social Studies School Service Catalog 1000 Culver Blvd., Box 802 Culver City, Calif. 90230

A study of the protection afforded consumers by various federal and other organizations.

The Regulatory Agencies — A Fourth Branch of Government — 2 filmstrips, Guidance Assoc., Pleasantville, NY 10570

Explores social, political and economic conditions which necessitated the formation of the Interstate Commerce Commission, the Federal Trade Commission and the Federal Communications Commission.

Directory — Federal, State, County & City Government Consumer Offices. Published by the Office of Consumer Affairs, Department of Health, Education and Welfare, Washington, D.C. 20201. Order form the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Consumer Aware! — Consumer and Corporate Affairs, Consumer Services Branch, 1 Place du Portage, 17th Floor, Zone 3, Ottawa/Hull, Ontario K1A 0C9.

Lists the rights and responsibilities of consumers and the help they can expect from the federal government.

Consumer and Corporate Affairs: Who We Are and What We Do. — Consumer and Corporate Affairs, Consumer Service Branch, 1 Place du Portage, 17th Floor, Zone 3, Ottawa/Hull, Ontario K1A 0C9.

Describes the department's scope of operations, legislation administered by the department and lists regional and district offices.

TEACHERS' CURRICULUM UNITS

Wright, Carolyn,
Typing I, Grades 10-12

SELECTED GENERALIZATION:

In order to maximize their satisfaction and efficiency, knowledgeable consumers seek and evaluate information and make decisions which incorporate (1) analysis of opportunity cost and resource limitation; (2) practices of comparative shopping and selection of goods and services that meet desired criteria of utility, safety, and quality. (See also "Citizen Rights and Responsibilities.")

SUGGESTED LEARNING GOALS:

Analyze sources of information (government testing, consumer testing services, relatives, friends, etc.) which aid the consumer in determining what to buy, how much to buy, "quality" to buy, and how to buy (cash, credit). Apply the processes of inquiry, valuing, decision, and action to problems related to a chosen goal.

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(1) Analyze the costs associated with controversial conveniences (such as aerosols, plastic containers and wrap, insecticides, etc.); i.e., compare dollar costs for selected aerosol and non-aerosol products; (2) Explain how dollar costs and personal values (such as attitudes toward environment, health, etc.) can be resolved through consumer behavior alternatives.

Apply the decision-making process for obtaining a good or service, such as (1) clothing, including labeling as a factor which might influence (a) use of garment, (b) care required, (c) potential life expectancy of garment; (2) food, including factors associated with labeling, price, use, etc.; (3) housing; (4) health or grooming; (5) transportation; or (6) leisure.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students seek and evalute consumer information and increase their efficiency as consumers, have them:

Bring three toys or leisure-time products of the same type into class and discuss the relative merits of each in terms of cost, availability, quality, and safety.

Bring a variety of labels from food, clothing, school supplies, etc. Discuss and list what the label does and does not tell about the product and where one might find more complete information. (Non-government and government pamphlets about informative labels could also be distributed in class and discussed to determine what information labels should include.)

Select a product, such as a food or grooming aid, and compare unit prices to actual use patterns (such as cost per ounce, how many ounces consumed each use, and how well the product fulfills consumer expectations).

BIBLIOGRAPHY

GENERAL REFERENCES

Consumer Education Films, — Film Fair Communications, 10900 Ventura Bldg., Studio City, CA 91604

Series of films for junior and senior high consumer education including: This Is Fraud, Timmy's First Car, Your Right To A Hearing, The Buy Line, Read Before You Write, Magical Disappearing Money, Foot In The Door, There Is A Law Against It, On Your Own.

The Consumer Game — Film, Pyramid Films, Santa Monica, CA, 20 minutes, Color.

The film shows consumers how to win at the consumer game—getting their money's worth.

Consumer Education For The Elementary Grade; Consumership: Getting More For Your Money — Centron Educational Films, 1621 N. 9th, Lawrence, Kansas 60044

Money is earned by hard work and yet is easily spent. Illustrated in the filmstrip is impulse buying, enticing store entrance, lost leaders, bait and switch.

Educator Resource Series — Sears, Roebuck and Co., Association Films, Inc., 512 Burlington Ave., LaGrange, IL 60525

Extensive background information about merchandise.

How To Shop — Filmstrip and Cassette, Educational Directions, Inc., X203E, 9:59 minutes

How does a young married couple manage on their income? Learn to be a good shopper for necessary items.

Maintaining An Automobile — Film, Aims Instructional Media, Hollywood, CA, 11 minutes, Color

What can a woman do to insure her car is getting the proper maintenance?

The Contemporary Consumer Series; Making The Move — Filmstrip and Cassette, Gregg Community College, McGraw-Hill Book Co., Manchester, Ohio 45144

Correlated with *Housing, Furniture And Appliances*

A couple begins to consider all housing possibilities-mobile home, bigger apartment, condominum, purchase of a house (suburbs or city).

The Marketplace — (Consumer Ed Resource Kit) Changing Times Education Service, Suite G96, 1729 H St., NW, Washington DC 20006

Three units include: How To Use Advertising, Avoid Gyps And Frauds, and Safeguards For Shoppers.

Why Do You Buy — Film Journal Films, Inc., Chicago, IL, 9½ minutes, Color, 1971.

The psychological need for buying products is depicted in this film.

Buying In A Supermarket — Film, Aims Instructional Media, Hollywood, CA, 16 minutes, Color.

Consumers values and standards affect what can be considered the buy for that particular consumer—what is right for one consumer is not right for another.

Champagne Living On A Beer Budget: How To Buy The Best For Less — Ferguston, M.G.P. Putnam's Sons. 200 Madison Ave., NY 10016

How to save money in practically every area encountered by the average consumer.

Clothing: A Pair Of Blue Jeans — Learning Corp. of America, 711 Fifth Ave., NY 10022

This film discusses the genesis of blue jeans, and includes a session with the manufacturer considering advertising techniques.

Food: The Story Of A Peanut Butter Sandwich — Learning Corp. of America, 711 Fifth Ave., NY 10022

Film teaches about food processing, where it comes from and how it is made.

If It Doesn't Work, Read The Instructions — Klamkin, Charles Stein & Day, 7E. 48th St. NY 10017

Chapters deal with how to shop for appliances and how to seek redress if their workmanship is faulty.

The Tenant Survival Book — Goodman, E.J., Bobbs-Merrill, Indianapolis, IN 46208

Manual for renters who wish maximum return for their money and protection for their families.

Your Automobile Dollar — Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, IL 60601

Discusses buying, maintaining and operating a car.

Your Clothing Dollar — Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, IL 60601

Dressing well within the limits of an income.

Your Food Dollar — Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, IL 60601

Designed to explain how to plan and shop for food.

Your Health And Recreation Dollar — Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, IL 60601

How to plan a health and recreation program and includes information on health insurance.

Your Home Furnishings Dollar — Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, IL 60601

Discusses good design and offers guidelines for purchasing home furnishings and decorating materials.

Your Housing Dollar — Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, IL 60601

Covers everything from estimating housing needs and deciding whether to rent, buy or build, to actually selecting the right home and planning housing costs.

Your Savings And Investment Dollars — Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, IL 60601

How to set up a savings and investment program based on present and future needs and goals.

Your Shopping Dollar — Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, IL 60601

Explains the consumer's role as purchasing agent, customer and citizen.

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TEACHERS' CURRICULUM UNITS

Angermeir, Anita,
County Extension Service, Adults
Bussard, Frances,
But I Don't Want a Friend Chicken, Grade 4
Genner, Emily A.,
Consumer Buymanship, Grades 11-12
Hahn, Kathy,
Liquid Gold, Business Education, Grades 11-12
Horner, Larry W.,
Daddy's Paycheck, Grade 5
Kendall, Dorothy,
Family, Grade 4
Longfellow, Janeen,
Foods I, Grades 9-12
Middlebrook, Ethel,
Advertising, Grade 4
Mulloy, Patrick,
Transportation in an Urban Community, Grade 6
Nemes, Carolyn A.,
Family Relations, Grades 11-12
Quinn, Geraldine,
The Mini World of Our Shopping Center, Grade 6
Sherry, Priscilla M.,
Music, Grade 8
Smith, Nancy Ann,
Foods, Grades 10-12
Tanner, Audrey J.,
Every Coke Has A Container, Grade 6
Turner, Mary Alice,
Let's Take A Trip to the Grocery Store, Kindergarten
Wright, Carolyn,
Typing, Grades 10-12

SELECTED GENERALIZATION:

Consumer credit permits the use of future income to satisfy present needs and can be helpful in raising the individual and family's standard of living and in achieving long-term goals.

SUGGESTED LEARNING GOALS:

Explain how family and social values influence use and extent of credit.

Identify different kinds of credit; e.g., revolving charge, 30-day open, installment sales contract, unsecured and secured cash borrowing.

Identify available sources for credit and outline the similarities and differences on the services provided.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students identify kinds of credit and evaluate credit institutions, have them:

"Borrow" $1,000 for three years from various lending institutions, saving and loans, credit union, finance companies, commercial banks, farm home loan banks, and analyze the reasons for the difference in the cost of credit and the different functions of the various institutions in meeting consumer credit needs.

Interview (a) a retired person or couple, (b) a middle-aged person or couple, (c) a young married couple, and (d) a teenager regarding their use of credit and their attitudes toward this use.

Obtain and fill out credit applications from various credit sources. Role-play a teenager opening a charge account at a local clothing store, a family seeking a loan for a new refrigerator, a couple arranging a loan for a new home or a young single seeking a loan or a gas credit card.

BIBLIOGRAPHY

GENERAL REFERENCES

It's Your Credit: Manage It Wisely — Money Management Institute, Household Finance Corp., Prudential Plaza, Chic., IL 60601

Every conceivable facet of consumer credit.

Money Management — BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404, Records or Cassettes.

Designed to provide the basic knowledge of facts and practices required for intelligent personal money management. Included: Charge Account Applications, Charge Cards And Charge Statements, the Retail Merchants Credit Association, The Bank Loan, The Finance Company, and The Credit Union.

Associated Credit Bureaus, Inc., 6767 Southwest Freeway, Houston, Texas 77074.

What Is a Credit Bureau — Pamphlet describing the functions of credit bureaus, how they obtain information, regulations governing them, and how to obtain copies of personal records.

Consumers, Credit Bureaus and the Fair Credit Reporting Act — Pamphlet explaining consumer rights and remedies under this Act.

What Is a Bill Collector — Pamphlet explaining the collector's role in the economy, how ethical ones operate and what to do if harassed by an unethical one.

Bank Services and You — American Bankers Association, 1120 Connecticut Avenue, N.W., Washington, D.C. 20036. Describes all basic bank services and how to use them.

Credit Union National Association, Box 431, Madison, Wisconsin 53701. Free.

Credit Unions: What They Are, How They Operate, How to Join, How to Start One — Pamphlet describing credit unions and their functions.

Everybody's Money: Special Issue — 1973. Focuses on how credit unions operate, the services they provide, how dividends are figured, and various consumer-related topics.

Federal Trade Commission, Washington, D.C. 20580, or from your regional office. Free.

The Fair Credit Billing Act — Pamphlet explaining rights and responsibilities under this Act in simple language.

Know Your Rights Under the Fair Credit Reporting Act: A Checklist for Consumers — What the Act does and does not do. Consumer rights and remedies under the Act.

How to Choose and Use Retail Credit — Consumer Information Services, D/703, Sears, Roebuck and Co., Sears Tower, Chicago, Illinois 60684. Evaluation copy free. Discusses the types of retail credit, billing statments, applying for credit, credit agreements and contracts, the cost of credit and credit legislation.

TEACHERS' CURRICULUM UNITS

Bickel, Sandy,
Consumer Credit, Adult Basic Ed.
Dennison, Bonnie,
Banking, Grade 5
Horner, Larry W.,
Daddy's Paycheck, Grade 5
Kendall, Dorothy,
Family, Grade 4
Metzler, Ada,
Housing, Personal Finance, Grades 11-12

SELECTED GENERALIZATION:

The true cost of credit to the individual and family includes interest charges, commitment of future income, and the alternative goods and services that could have been purchased.

SUGGESTED LEARNING GOALS:

(1) Calculate the cost (both in terms of dollars and cents and percentage of amount financed) of consumer credit on a selected list of consumer purchases.

(2) Identify the alternatives of using credit on the same list of purchases.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand the opportunity (true) cost of credit, have them:

Compare the economic aspects of saving in advance and paying cash for a specific item versus buying by using credit and making installment payments, e.g., purchasing a stereo set.

Write a report on the following topic: "How would our lives be different if there were no credit?"

Using rates from various lending institutions, compute the total of buying goods (such as an appliance) on credit. Have them determine what other goods or services they might have to forego in order to meet these commitments. Consider alternatives to using credit for making purchases.

BIBLIOGRAPHY

GENERAL REFERENCES

Cash And Credit — Cassette and Filmstrip, X203D, 13:45 mins., Educational Directions, Inc., Eye Gate, Jamaica, NY

The difference between the use of cash and credit for making purchases is explored.

It's Your Money — American Education Publications Education Center, Columbus, OH 43216

Gives practical advice on managing personal finances.

Just Sign Here — Filmstrip and Casette, X203E, 8:30 mins., Educational Directions, Inc., Eye Gate, Jamaica, NY

The salesman in the store suggests that Mike and Linda can easily own the TV set they are looking at by buying on credit.

Our Credit Economy — Part I, 70 frames, Part II, 59 frames, Guidance Associates, Pleasantville, NY 10570

Part I — A brief history of mass credit availability in America.

Part II — Students confront the dangers of credit bureau inaccuracy.

Managing The Family's Affair; The New Home — X203B, Cassette and Filmstrip, Eye Gate, Educational Direction Inc., Jamaica, NY, 1971, 8:44 minutes

The new home is yours, not your parent's, not your friend's, not anyone else's. Points stressed are the week's best buy may not be the best buy for you.

The Role Of Consumers — Lewis E. Wanger

Includes consumer status and credit, consumer production and economic stability and intelligent consumer as citizens.

TEACHERS' CURRICULUM UNITS

Bickel, Sandy,
Consumer Credit, Adult Basic Ed.

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SELECTED GENERALIZATION:

An individual's credit rating determines the extent, sources, and cost of credit available.

SUGGESTED LEARNING GOALS:

Identify the factors that determine an individual's credit rating.

Identify how an individual can abuse consumer credit and consequently harm their credit rating.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand how an individual's credit rating determines the extent of credit available, have them:

Invite a member of the local Credit Bureau to discuss credit ratings, what they mean for potential borrowers, how they are determined, and how they are abused.

Obtain the following legal forms: a retail credit contract, and garnishee and wage consignment agreement. The class should discuss the major provisions of each.

Discuss what steps lenders and sellers can take to discourage individuals from misusing credit.

BIBLIOGRAPHY

GENERAL REFERENCES

Consumer Power: Credit — Film BFA Educational Media, Santa Monica, CA., 201/2 min., Color,

The psychological, social and economic aspects of the use of credit are brought forward in this film.

So You Want To Use Credit — Color Filmstrips, Social Studies School Service Catalog. 1000 Culver Blvd, Box 802, Culver City, Calif. 90230

Six real-life situations involving young people dramatize the benefits, responsibilities and risks of using credit.

Credit — Modern Talking Picture Service, 2323 New Hyde Park Rd., New Hyde Park, NY 11040

Explains the important role of credit as a hidden force in business activities.

The Price Of Credit — Guidance Associates, Pleasantville, NY 10570, Filmstrip with record or cassette.

Simulates a used car "deal" to demonstrate deceptive sales lines.

TEACHERS' CURRICULUM UNITS

Bickel, Sandy,
Consumer Credit, Adult Basic Ed.

SELECTED GENERALIZATION:

Federal and state laws regulate most aspects of credit transactions.

SUGGESTED LEARNING GOALS:

Identify and understand major provisions of the federal and state statutes regulating credit transactions.

Understand the legal rights and responsibilities of both creditors and debtors.

Understand costs and benefits of declaring personal bankruptcy.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand how federal and state laws govern credit transactions, have them:

Make up committees to study and discuss the following laws: The Fair Credit Reporting Act, The Credit Opportunity Act, the Consumer Credit Protection Act (Truth in Lending).

Obtain a speaker from a lending institution to explain how the Indiana Consumer Credit Code regulates the following:

(a) cross-collateral
(b) home solicitation
(c) holder-in-due course
(d) referral sales
(e) balloon payments
(f) deficiency judgment versus repossession of merchandise
(g) late charge restriction

Contact a representative of a regional Consumer Credit Counseling Service regarding debt management answering these questions.

1. What is credit delinquency?
2. What are creditors' remedies for delinquency?

BIBLIOGRAPHY

GENERAL REFERENCES

Consumer Power; Credit — Film BFA Educational media, Santa Monica, CA., 20-1/2 min., Color.

The psychological, social and economic aspects of the use of credit are brought forward in this film.

So You Want To Use Credit — Color Filmstrips, Social Studies School Service Catalog.

Six real-life situations involving young people dramatize the benefits, responsibilities and risks of using credit.

Credit — Modern Talking Picture Service, 2323 New Hyde Park Rd., New Hyde Park, NY 11040

Explains the important role of credit as a hidden force in business activities.

The Price Of Credit — Guidance Associates, Pleasantville, NY 10570, Filmstrip with record or cassette.

Simulates a used car "deal" to demonstrate deceptive sales lines.

The Role Of The Federal Reserve System: The Credit Market — Madden, Carl

Includes demand for credit, supply of credit and balance between supply and demand.

TEACHERS' CURRICULUM UNITS

Bickel, Sandy,
Consumer Credit, Adult Basic Ed.

SAVINGS AND INVESTMENT

SELECTED GENERALIZATION:

Individuals and families utilize the budgeting powers for savings/investing in order to fulfill short-, intermediate-, and long-range goals.

SUGGESTED LEARNING GOALS:

Identify short- and long-range goals of individuals and families that can be met by savings and investment.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand relationship of saving and investment to reaching short- and long-term goals, have them:

Discuss the subject, "To Save or Not to Save," and list reasons given by the students on the chalkboard.

Provide students with a fixed income for the week and allow them to make daily purchases on teacher suggested items (or save/invest) with charge ticket and popular items available for purchase at end of week. After the exercise discuss with students the advantages of saving/investing to fulfill short-term (one day) and long-range (one week) goals.

Using a case study, enumerate characteristics of two hypothetical families which differ significantly in number of members, age, and sex composition, the level of income, geographic location, etc. Have class members discuss the influence of these factors on savings and project the amount of monthly savings appropriate for each family. Compare this with available statistics from saving/investing institutions.

BIBLIOGRAPHY

GENERAL REFERENCES

Saving And Investing: Planning Your Financial Program — Social Studies School Series Catalog. 1000 Culver Blvd, Box 802, Culver City, Calif. 90230

Four units: Making Your Money Grow, Your Financial Program, Young People In The World Of Business, and Investing And Invest (simulation game).

Your Savings And Investment Dollar — Money Management Institute, Household Finance Corporation, Chicago, IL 60610.

Discusses the wide variety of savings and investments from bank accounts, savings and loans, bonds and insurance to social security and retirement plans.

Personal Money Management — Bailard, Thomas E.; Biehl, David L.; and Kaiser, Ronald W. Chicago: Science Research Associates, Inc., 1977.

Discusses financial planning, credit and housing, with major emphasis given to insurance, investments, taxes and retirement planning. Teacher resource.

TEACHERS' CURRICULUM UNITS

Quinn, Geraldine,
The Mini World of Our Shopping Center, Grade 6

SAVINGS AND INVESTMENT

SELECTED GENERALIZATION:

The type of savings or investment plan individuals or families select is influenced by interest rates, values, goals, stage of the life cycle, level of income, social status, and economic conditions.

SUGGESTED LEARNING GOALS:

(a) Identify how money can be saved and/or invested in order to meet individual or family goals by analyzing risk, return, and availability. (b) List what savings and investment programs could be undertaken to "hedge" against inflation.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students determine the factors which influence an individual's or family's savings or investment plan, have them:

Prepare questions for a class visit with a local banker to discover how deposits and withdrawals from savings accounts are made. What are the different saving plans and what are the investment alternatives to saving?

Recommend ways to invest $5,000. Determine how the recommendations would change if the $5,000 were not needed for 3 months, for 2 years, or for 5 years; defend answers. (Note that one must be willing to accept higher risks for the opportunity of progressively greater earnings.)

Make a list of goals which would require saving or investment planning and explain how factors, such as stage in life cycle, interest rates and economic conditions could influence the amount of time needed to reach each goal.

BIBLIOGRAPHY

GENERAL REFERENCES

Getting Ahead Of The Game — Doubleday Multimedia, Box 11607, 1371 Reynolds Ave., Santa Ana, CA. 92705

Viewer will learn about savings bonds, "term" versus "straight" insurance, annuities, savings accounts and investments in the stock market, bonds, mutual funds and real estate.

Investing Your Savings — Bohlman, H. W. and Bohlman, E. M., Follett Educational Corporation, Chicago.

This pamphlet explores the precautions and advantages to consider in many types of investments, life insurance, bonds, stocks, cash, real estate and mutual funds.

Mathematics Of Savings And Investment — Simpson, David J., and Invest-in-America Council, Inc., Haverford House, Wayne, PA.

Emphasizes the importance of the individual investor in America's economy through exploration of many types of investments.

SAVINGS AND INVESTMENT

SELECTED GENERALIZATION:

The rate of interest or return on savings and investment for individuals and families is determined by the demand and supply conditions in these markets.

SUGGESTED LEARNING GOALS:

Identify the reasons why the return on savings among different financial markets (banks, savings and loan, government banks, securities, insurance, etc.) varies at any given moment as well as over time.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand that supply and demand affect the rate of interest of savings and investments, have them:

Interview officers of various lending institutions for an explanation of how the rate of interest on savings is determined.

Examine the stock market page in the newspaper. Point out prices for specific stocks, and determine which ones might be good long-or short-term investments. Through discussion, guide the students to recognize the kinds of complex knowledge needed by the investor. A brokerage house's prediction of stock market activity could also stimulate research on how such predictions are formulated.

Investigate the following questions. If the amount of savings by all American citizens was to become greater than the amount of investment next year what would be the effect on (a) capital formation; (b) the level of national income; (c) the level of employment; and (d) the rate of economic growth? How would these four factors be affected if the amount of planned investment were to become greater than the amount of planned saving?

BIBLIOGRAPHY

GENERAL REFERENCES

Journey Through A Stock Exchange — Education Services Dept., American Stock Exchange, 86 Trinity Place, NY 10006

Presents in cartoon format the workings of a stock exchange as seen through the eyes of a youngster who has just become a stock owner.

Market For Millions — Education Services Dept., American Stock Exchange, 86 Trinity Place, NY 10006

Describes the role of U.S. stock exchanges.

Nerve Center — Publications Dept., Information Services Div., American Stock Exchange, 86 Trinity Place, NY 10006

Illustrated pamphlet providing an overview of Amex operations in non-technical language.

The Role Of Capital Investment — Weiler, E.T., Joint Council on Economic Education, 1212 Avenue of the Americas, NY 10036, Filmstrip

Includes deferred consumption, problems in capital accumulation, balance between saving and investment and publicly-owned capital.

SAVINGS AND INVESTMENT

SELECTED GENERALIZATION:

Business (drawing upon the savings of consumers in the financial institutions, banks, savings and loans, insurance companies, etc.) generates additional spending in the economy affecting output, employment, and prices.

SUGGESTED LEARNING GOALS:

Describe the relationship between savings/investments and business activity/employment.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand the relationship between savings/investments and business activity/employment, have them:

Provide themselves with chips (income) for work completed in the classroom. Allow students to purchase small ticket items (pictures, candy, etc.) during the week and/or save to make a larger purchase at the end of the week (discarded books, magazines, etc.) Through role-playing exercises have students represent local firms borrowing from their accumulated savings (banks and other financial intermediaries) to purchase large ticket items (e.g., tools, raw materials made out of cardboard.) Have them demonstrate how their savings creates additional funds for investment. Invite a business man from the local community to discuss this idea further.

Explain the effects of the following hypothetical situations: One man buries savings in a tin can in his backyard. Another man deposits money in a bank which pays him interest for the use of his money. What is the effect of each man's actions on his future earnings and on business in general?

Question a business person to explain some of the factors that are considered when a business organization makes a decision to expand (a decision, in effect, to create new capital.) Ask him to discuss what factors are considered in deciding whether to (a) retain earnings in the business (rather than pay them out in dividends); (b) raise money from outside the business (via other people's savings); or (c) use some combinations of both. Also have him discuss the role of depreciation allowances in replacing outmoded and worn-out equipment.

BIBLIOGRAPHY

GENERAL REFERENCES

Income, Employment And Prices — #4 in *Primer Of Economics* series, Univ. of Iowa, Bureau of Business and Economic Research, Gery and Wagner

Monograph to help understand the basic economic relationships underlying prosperity and depression.

You And The Investment World — New York Stock Exchange, School and College Relations, NY

Describes the buying and selling of stocks and bonds, the structure of the American corporation and the individual investor's role in economic growth.

DECISIONS OF INDIVIDUALS AND FAMILIES AS PRODUCERS

KEY CONCEPTS:

Income and Financial Security Career Decisions

INCOME AND FINANCIAL SECURITY

SELECTED GENERALIZATION:

In a free market system individual and family incomes are determined by the supply and demand of productive resources (land, labor, capital, and entrepreneurship) owned by the individuals and families. Labor income, in the form of wages and salaries, is the major source of income for most households.

SUGGESTED LEARNING GOALS:

Analyze the kind of labor, skills, land, capital, and entrepreneurial ability that is currently in demand by the various resource markets.

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1) Identify the types of income that are associated with the four factors of production (wages, rent, interest, and profits), and 2) analyze how income in these areas has changed over the past decade.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand that individual and family incomes are determined by the supply and demand of productive resources owned by the individual and families, have them:

List kinds of jobs parents or relatives or friends have. Beside each kind of job list education/ training needed. Select ten specific jobs. Discuss the following:

1. Which jobs pay better wages? Why?
2. Which jobs require more physical labor?
3. Which jobs require the longest time to learn?
4. How do families benefit from certain jobs?
5. Which jobs are currently in demand? Why?

Invite a representative of your state or community Employment Service to explain the qualities that makes a person employable.

Invite a member of the State Employment Service office to discuss the kinds of employment opportunities within the general area. Use the following questions as guides:

What proportion of the labor force is employed in production of goods? in production of services? What are the income levels for typical jobs? How do these compare with state and national average? What kinds of skills are necessary to gain a permanent place in the local labor force? Where are there facilities locally to gain such training?

BIBLIOGRAPHY

GENERAL REFERENCES

Allocating Our Resources — The Pennsylvania State Univ. Audio-Visual Aids Library, (CBS Money Talks Series) University Park, PA 16802

Relations between limited resources and unlimited wants and the problems of deciding what, how and for whom to produce.

Basic Elements Of Production — (CBS Money Talks Series) The Pennsylvania State Univ. Audio-Visual Aids Library, University Park, PA 16802

Basic factors of production, natural resources, labor, capitol and management and how they are organized.

The Corporation — Guidance Associates, Pleasantville, NY 10570 (Part I, 84 frames; Part II, 74 frames)

Describes the growth of American industry and introduces students to businessmen who describe the modern corporation's awareness of its social responsibility.

Starpower — Simulation Game Simile II, 218 Twelfth St., P.O. Box 910, Delman, CA 92014

A simulation in which students build a low-mobility, three-tiered society through the distribution of wealth in the form of chips.

TEACHERS' CURRICULUM UNITS

Geedy, Pat,
Profit: A Mini Unit in Economics, Grade 2
Green, Thomas W. M.,
Pioneer Life in Indiana, Grade 4
Quinn, Charlotte,
Economic Growth Through Technology, Grade 6

INCOME AND FINANCIAL SECURITY

SELECTED GENERALIZATION:

Productivity of households and businesses is affected by quantity and quality of labor, by division of labor and the amount of capital used, and by technological developments.

SUGGESTED LEARNING GOALS:

Explain how increasing knowledge and improving skills can contribute to an increase in an individual's potential income.

Explain how a piece of machinery or equipment (e.g., scissors, tractor, calculating machine, zip code reader, etc.) can increase productivity.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand the relationship of technology and capital to quantity and quality of production, have them:

Illustrate ways in which households might increase domestic production, by better management techniques, division of labor, and labor-saving devices.

Observe and set up some production effort in which each stage of production is dependent upon the previous one. (Collating a booklet, planning a meal, or repairing a car are examples.) Develop the idea that by dividing the responsibilities among several persons in the production effort, they are able to get the work done more efficiently.

Analyze how they divide the work at home among family members; identify ways in which they might improve their efficiency as a family unit by better allocation of time and/or energy; cite how much various labor saving devices increase household efficiency (such as automatic dishwasher). How much do these appliances cost? Have students determine whether they feel the opportunity cost of each is worth the saving in time and human energy.

Analyze the division of labor and use of equipment to prepare and serve food at a local fast-food restaurant.

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GENERAL REFERENCES

Automation: Promise Or Threat? — Guidance Associates, Pleasantville, NY 10570, 117 frames

Traces the historical development of automation from the Industrial Revolution.

New City Telephone Company Simulation Game — Indiana Bell Telephone Co., Meridian St., indianapolis, IN 46204

The games helps students develop decision-making skills in business and is designed for grades 9 through 12.

Shelter: Almost Anyone Can Build A House — Learning Corporation of America, 711 Fifth Ave., New York, NY 10022, Color

Film reveals how the home we take for granted is the creation of a complex of crafts tied to a complex of technologies.

TEACHERS' CURRICULUM UNITS

Beaver, Kathleen,
Work Smarter — Not Harder, Adult Education

Farris, Lynne,
Opportunity Costs of Babysitting, Home Ec., Grades 7-8

Geedy, Pat,
Profit: A Mini Unit in Economics, Grade 2

Green, Thomas W. M.,
Pioneer Life in Indiana, Grade 4

Henkel, Olivia,
The Proof is in the Profit, Grade 3

Quinn, Charlotte,
Economic Growth Through Technology, Grade 6

Quinn, Geraldine,
The Mini World of Our Shopping Center, Grade 6

INCOME AND FINANCIAL SECURITY

SELECTED GENERALIZATION:

Since income is dependent on the demand by consumers, business, government, and foreigners for goods and services in the product market, the ability of a business to sell its particular product will determine the income and employment opportunities of that business.

SUGGESTED LEARNING GOALS:

Analyze why demand in the product market for a particular good or service will affect, in the long run, the income and employment opportunities of that business.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand that the income and development opportunities are dependent on demand, have them:

Speculate about how increased automation will affect life in the year 2000, when they will be their parent's age. Suggest that they include a description of homelife, leisure activities, employment opportunities and the world of work (hours, wages, etc.).

List products that they think will be obsolete in the year 2000 and suggest how the industry involved in the production of the products might respond to changes in demand.

Interview a representative of a local manufacturing firm. (A representative of the Chamber of Commerce may substitute, if necessary.) Ask him to discuss the following questions: What product or products did your firm first produce? When was it organized? How have the products it produces changed over the years? Why? (In response to consumer demand) What would have happened if it had not changed its products? (Competitors would have taken away its business.) How would this have affected opportunities for employment with the firm?

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GENERAL REFERENCES

The Family Economy: Nature and Management of Resources. – Fitzsimmons, Cleo and Williams, Flora. Ann Arbor, Michigan: Edwards Brothers, Inc. 1973.

Places the family economy within the framework of our economic system, showing the reciprocal relationships which exist and how resources are acquired and utilized. Presents principles of family finance and management. Includes discussion questions, projects and suggested readings with each chapter.

Everybody Knows — Film; Chamber of Commerce of the United States, 1615 H St., N.W., Washington D.C. 20006 (Request from Audio-Visual Dept.) 15 min., Color.

Film spotlights facts about wages, prices, profits, cost of living, production and jobs.

TEACHERS' CURRICULUM UNITS

Farris, Lynne,
Opportunity Costs of Babysitting, Home Ec., Grades 7-8
Geedy, Pat,
Profit: A Mini Unit in Economics, Grade 2
Henkel, Olivia,
The Proof is in the Profit, Grade 3
Horner, Larry W.,
Daddy's Paycheck, Grade 5
Quinn, Charlotte,
Economic Growth Through Technology, Grade 6

INCOME AND FINANCIAL SECURITY

SELECTED GENERALIZATION:

Business enhances economic security of individuals and families through fringe benefits (retirement programs, health insurance, etc.).

SUGGESTED LEARNING GOALS:

Identify fringe benefits provided by a business firm which increase the security of an individual or family.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand the effect of fringe benefits on economic security, have them:

Interview the school principal to explain the fringe benefits which the school administration offers and how the benefits affect career decisions for teachers.

Investigate the kind of health benefits provided by a company with a small number of employees as compared to a company with greater numbers. Tell how the difference would affect workers in each of the companies.

Have students interview the working members of their family to determine the amount of financial security that is available to the individual and to the family. Discuss how individually-owned businesses (doctors, lawyers, barbers, etc.) provide for financial security compared to corporate enterprises.

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GENERAL REFERENCES

Insurance — Resource Kit (Changing Times Educational Service)

Contains four units: These Are Insurance: What It's All About, Life Insurance, and Property and Liability Insurance.

Buying Health Care — is organized around five complete units:
Shopping For A Doctor
Choosing A Hospital
Saving Of Prescriptions
Paying For Health Care
It's Your Health

Workers And Management — Explores the legal and moral constraints involved in labor-management relations.
You And Management—
a sound filmstrip
You, Work And The Law—
a sound filmstrip
Guide To Teaching—
booklet

INCOME AND FINANCIAL SECURITY

SELECTED GENERALIZATION:

Unions provide services to workers through the process of collective bargaining.

SUGGESTED LEARNING GOALS:

Explain how, through the process of collective bargaining between employers and management, unions can provide individuals with economic and job secuirty.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand the process of collective bargaining, have them:

Participate in a simulated collective bargaining session (e.g., for improving job-related conditions in their school). After a decision has been reached, the class should analyze and evaluate the performance.

Prepare a chart showing how each of the following terms is related to the others and how all of them would be affected by collective bargaining.

a. wages
b. profits
c. prices
d. employment
e. sales
f. production
g. job security

Discuss the following: Divide the class into management group and labor group to determine which of the following methods would be preferred to settle a dispute: collective bargaining, mediation, or arbitration? Explain what management and labor has to gain or lose in each of these methods.

BIBLIOGRAPHY

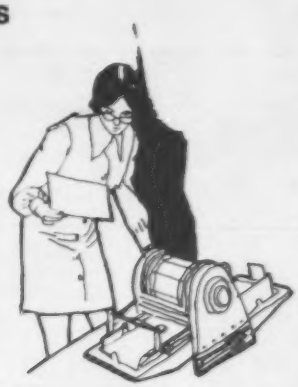
GENERAL REFERENCES

Brief History Of The America Labor Movement — Book The U. S. Department of Labor. Send to Bureau of Labor Statistics Regional Office, 9th Floor, Federal Bldg., 230 S. Dearborn St., Chicago, IL. 60604

Traces the development of organized labor in the United States.

TEACHERS' CURRICULUM UNITS

Horner, Larry, W.,
Daddy's Paycheck, Grade 5



INCOME AND FINANCIAL SECURITY

SELECTED GENERALIZATION:

Government promotes income and job security for individuals and families through various programs, (see also Key Concept: Government Programs).

SUGGESTED LEARNING GOALS:

Identify federal government programs which provide income and employment opportunities for individuals and families, and the sources of revenue for these programs.

Describe two programs of state or local government which provide income and employment security for individuals and families and the sources of revenue for these programs.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand the role of government in promoting income and job security, have them:

Have students draw or cut out pictures from magazines and newspapers depicting situations in which individuals are in need of transfer payments from government programs (e.g., old couple, a person in a wheelchair, unemployed worker, family with little food on the table, etc.). The teacher should lead a discussion on how local, state, and federal programs help people in need. The teacher should also discuss with the students how taxes must be raised to provide these services to the needy.

Invite a representative of the local welfare office to explain government-sponsored programs, transfer payments, and their impact upon the community. Differentiate between Social Security, unemployment insurance, and welfare programs.

Develop an anti-poverty program for the community, listing criteria for non-poverty and suggesting alternative sources of funding.

BIBLIOGRAPHY

GENERAL REFERENCES

Social Security And Medicare Simplified: What You Get For Your Money — A U.S. News and World Report Book

A simplified view of the operation of the Social Security System.

INCOME AND FINANCIAL SECURITY

SELECTED GENERALIZATION:

Individuals and families can provide for security against overwhelming financial loss through the purchase of insurance.

SUGGESTED LEARNING GOALS:

Define three economic risks and the types of insurance that would offer protection.

Demonstrate the concept of risk sharing by explaining why group insurance rates are lower than individual insurance rates.

List the kinds of insurance (auto, health, life, homeowners, etc.) one might buy over a lifetime and compare the costs and benefits of each.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students recognize that insurance provides security against overwhelming financial loss, have them:

Identify different kinds of insurance an individual or family might need to meet possible emergencies. Explore the financial and legal problems that arise in cases where individuals or families are not protected by insurance.

Explore driver behavior patterns and their relationship to automobile insurance costs. Ask an insurance broker to explain how insurance rates are affected by age, sex, employment, and geographic location. Explain why some companies offer a "good student discount."

Decide if the average family of today needs life insurance in view of the existence of Social Security and pension plans.

BIBLIOGRAPHY

GENERAL REFERENCES

Automobile Insurance — Filmstrip Director of Educational Div., Insurance Information Institute, 110 Williams St., New York, NY 10038,

A three-part sound filmstrip designed to explain Bodily Injury Coverages, Property Damage Coverages and Factors Affecting Cost.

Life Insurance — What It Means And How It Works — Film, Association Sterling Films, 2nd and Delaware Ave., Oakmont, PA 15139, Color, Sound

The film points out that life insurance can better be understood when it is interpreted in human personal needs and that one of the issues of life insurance is to help one achieve his personal goals.

Protecting What The Family Has — Filmstrip and Cassette, X203J, Educational Directions, Inc. Eye Gate, Jamaica, NY

Areas considered when thinking about protection are wills, savings and investments, insurance.

A Family Guide To Property And Liability Insurance. — Insurance Information Institute, Educational Relations, 110 Williams St., New York, New York 10038.

Discusses insurance and costs for protecting your automobile and home, including mobile homes, condominiums and rental units.

Educator's Guide To Teaching Auto And Home Insurance. — Insurance Information Institute, Educational Relations, 110 Williams St., New York, New York 10038.

Provides basic information and includes instructional objectives

Plain Talk About Your Life Insurance Policy — American Council of Life Insurance, Education and Community Services, 1850 K Street, N.W., Washington, D.C. 20006.

Explains in simple language the special terms and legal formalities found in a life insurance contract.

Planning For Retirement — American Council of Life Insurance, Education and Community Services, 1850 K Street, N.W., Washington, D.C. 20006.

Putting financial resources together to reach retirement goals. Includes social security, pensions, life and health insurance, annuities, savings and investment.

Policies For Protection: How Life Insurance And Health Insurance Work — American Council of Life Insurance, Education and Community Services, 1850 K Street, N.W., Washington, D.C. 20006.

Student booklet which includes case studies, study questions, post-test, etc.

TEACHERS' CURRICULUM UNITS

Horner, Larry Larry W.,
Daddy's Paycheck, Grade 5

Metzler, Ada,
Housing, Personal Finance I, Grades 11-12

CAREER DECISIONS

SELECTED GENERALIZATION:

Career choice tends to influence potential earnings and socio-economic levels of individuals and families.

SUGGESTED LEARNING GOALS:

Explain how increasing knowledge and improving skills can contribute to an increase in an individual's potential income.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand that an individual's potential earnings and socioeconomic level are influenced by career choice, have them:

Interview a variety of resource people to discuss their work, e.g., grocery store manager, car mechanic, baker, farmer, lawyer.

Example: What skills do you need to do this work?
Where did you learn these skills?
Why did you choose this work?How does this work make our community a better place to live?
How do you feel about your work?

After the interview, guide students in inferring that the person's work enhances his feelings of worth. Analyze the contributions of this work to the lives of the students and others in the community/state.

Invite a resource person, such as vocational counselor or a representative from a state or private employment agency, to discuss the following:

In what career areas are employers seeking workers?
What prerequisite training is required in the three top priority careers?
What suggestions for career planning would the resource person make for young people today?

Scan the employment section of a newspaper or professional journal and select three or more interesting jobs that offer the same salary. Discuss how and why students would select one job over the other. What personal considerations and criteria might they use? How do their criteria compare with those of other students?

BIBLIOGRAPHY

GENERAL REFERENCES

Occupational Outlook Handbook — 1976-1977. Published biennially by the Bureau of Labor Statistics. Order from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20401.

General information on hundreds of occupations — what the work involves, training needed, working conditions, estimated earnings, future job outlook and chances for advancement. List sources of additional information.

Inquiry-Oriented Mini-Units — Changing Times Education Serv.

Deals with career related topics including:

Jobs: When Your Boss Is You
Jobs: An Updated Look Into The Future
How On Earth Do Working Wives Manage?
Hire An Employment Agency to Find You A Job?
How Much Do "Fringes" Boost Your Pay?
Now, At Last, Better Jobs For Women
Schools Give Better Job Training Now

TEACHERS' CURRICULUM UNITS

Archbold, Judith,
Career Awareness, Grades 5-6
Buckley, Beverly,
Producers and Consumers, First Grade
Grimm, Carol E.,
Money and It's Economic Concepts, Kindergarten
Kendall, Dorothy,
Family Economics, Grade 4
Quinn, Geraldine,
The Mini World of Our Shopping Center, Grade 6
Ratz, Charles P.,
Human Capital and Opportunity Cost Factors in Vocational Selection, Grade 9
Wright, Carolyn,
Typing I, Grades 10-12

SELECTED GENERALIZATION:

Time requirements, potential earnings, financial demands, educational opportunities, personal skills and commitment are factors in the selection of a career compatible with the social and economic goals of the individual.

SUGGESTED LEARNING GOALS:

Describe the relationship between amount of education required and the various career opportunities available (unskilled; semi-skilled; skilled-technical; professional-managerial): and analyze opportunity costs associated with each category.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand the factors in selecting a career compatible with the social and economic goals of the individual, have them:

Identify hobbies that hold career potential and locate persons who have these hobbies. Interviews may be made on tape or in writing or the hobbyist may visit the classroom. Students may write a description of the skills needed for a specific hobby. Each hobby should be related verbally to an appropriate occupational cluster. If students develop an exhibit on a variety of hobbies, printed labels would relate each hobby to a specific career.

Draw up a chart listing all the jobs that are seasonal in nature, showing employment fluctuation. The class should examine the chart and discuss the following: Should all those workers get a guaranteed annual wage? How would this affect the employers? Would this affect prices?

Select two careers in which they might some day be interested. Then have each student examine employment want ads to discover if there is a demand for these jobs. If there is no demand, have students hypothesize reasons such as: season of the year, climate of the region, people out of work with limited income to purchase goods and services, and general economic conditions. If there are openings for these jobs, have students develop a list of skills, time requirements, financial demands and educational opportunities needed to fill such positions.

BIBLIOGRAPHY

GENERAL REFERENCES

Succeeding In The World Of Work — Kimbrell, Grady and Vineyard, Ben S., Bloomington, Illinois: McKnight and McKnight Publishing Co., 1970.

Gives sound, practical advice to persons facing the problem of choosing a career.

Careers and Concepts In Industry — Filmstrip A Changing Time Education Service. Developed by The Educational Research Council of America. 1729 H Street, N. W., Washington, D.C. 20006.

Focus on factors which influence career decision-making.

Career Development — Educational Relations Dept. 1301 Avenue of the Americas New York, New York 10019

SELECTED GENERALIZATION:

Technological developments, among other economic factors, change the structure of American economy, thereby changing patterns of employment, skill requirements, and level of learning.

SUGGESTED LEARNING GOALS:

Identify the technological improvements made in business and industry and analyze the impact they have had on employment, skill requirements, and levels of learning.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand the influence of technology on the American economy, have them:

Question their parents or older friends to find out how their life styles have been affected by technology in the last 25 years. The teacher should help students analyze the results and set forth possible explanations.

Provide a list of occupations including those of the colonial period, after 1875, and of today. Have students classify those that are obsolete today and predict those that might be obsolete by 2000. A time-line depicting the changes within an occupation cluster from early America to today might result. Examples: agricultural, secretarial.

Review the various regions of the United States and their principal industries; then contrast how a high technology industry and a labor intensive industry of a region have been affected by economic factors of the last 20 years (e.g. automobiles and coal mining industries).

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GENERAL REFERENCES

Forum — J. C. Penney Co., Inc., Educational Relations, 1301 Avenue of the Americas, New York, New York 10019.

Consumers And Change — Spring/Summer 1977. J. C. Penney Co., Inc. Educational Relations, 1301 Ave. of the Americas, New York, New York 10019.

Dialogue which emphasizes coping with change and adapting to technological innovations and changing lifestyles.

Updating Consumerism — Fall/Winter 1972. J. C. Penney Co., Inc. Educational Relations, 1301 Ave. of Americas, New York, New York 10019.

Consumer issues discussed from numerous viewpoints. Chance for reader reaction.

Teaching Economics In American History — program, Joint Council on Economic Education

Contains 20 bulletin board size, full illustrated wall charts depicting 20 historical topics tied in with the typical American History, Textbook.

TEACHERS' CURRICULUM UNITS

Archbold, Judith,
Career Awareness Grades 5-6

Mulloy, Patrick,
Transportation in an Urban Community, Grade 6

Nussbaum, Vicky,
If I Had A Hammer: An Economic Introduction to Tools, Kindergarten

Perry, Debbie,
Business Survey, Grade 10

DECISIONS OF INDIVIDUALS & FAMILIES AS CITIZENS

KEY CONCEPTS:

Government Policy
Citizen Rights & Responsibilities

GOVERNMENT POLICY

SELECTED GENERALIZATION:

Government promotes monetary and fiscal policies to assist economic growth, price stability, and full employment of labor and other resources.

SUGGESTED LEARNING GOALS:

Distinguish between monetary policies of the Federal Reserve Board and the fiscal policies of the President and Congress.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand the roles of fiscal and monetary policies in the economy, have them:

Define and give examples of inflation and recession, and list ways how each may affect their spending. Also, explain how government policy may affect inflation and recession.

Identify the monetary and fiscal policy tools that can be utilized during a (1) period of recession, (2) period of inflation, and (3) the likely impact they would have on consumer spending.

Identify the tradeoffs involved in achieving full employment, price stability, and economic growth.

BIBLIOGRAPHY

GENERAL REFERENCES

Inflation Simplified: What It Means To You -- Book
U. S. News and World Report Book

Explains inflation in an easy-to-read style.

TEACHERS' CURRICULUM UNITS

Compton, Sara,

Local Government *Revenues and Expenditures*,
Grade 12

SELECTED GENERALIZATION:

Government regulation is intended to protect citizens from anti-competition practices that limit consumer choice.

SUGGESTED LEARNING GOALS:

(1) Identify ways government regulates monopolistic practices. (2) Cite examples where the government allows the monopolistic practice to exist and justify the government decision.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand the role of government as a protection agency, have them:

Discuss what it would mean to have four different telephone companies serving a single community. Consider the impact and desirability of governmental regulation of various economic groups such as gas producers, financial institutions, radio and TV stations, food and drug establishments, etc.

Collect and display newspaper or magazine articles about anti-competition practices affecting consumers, and find out what laws there are to protect the consumer on national, state, and local levels. The class should then explain how these laws affect the individual as consumer/producer/citizen.

Research and report on the history of anti-trust legislation or on the role of "big business, big labor, and big government" in the economy today.

BIBLIOGRAPHY

GENERAL REFERENCES

Case For Competition — Film (CBS Money Talks Series, 1962)

Relationship between government and business; discussion of what competition is and why United States favors it.

Antitrust Laws — Gov. Pamphlet (056 D, Consumer Information Index)

Discuss examples of practices that limit competition and therefore limit consumer choices.

TEACHERS' CURRICULIM UNITS

Bradburn, Roma Jean,
Consumer Action, Home Economics, Grades 10-12

Compton, Sara,
Local Government Revenues and Expenditures, Grade 12

SELECTED GENERALIZATION:

Taxation enables government to provide goods and services that are not provided by the private sector, thereby affecting consumer and producer decisions.

SUGGESTED LEARNING GOALS:

(1) Relate public services provided by federal, state, and local government to the broad social benefits they provide for all citizens. (2) Assess benefits provided by social welfare programs to particular groups in society. (3) Analyze the costs and benefits of a specific tax; e.g., gasoline tax on the automobile user, commuter, taxpayer.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand the social benefit and costs provided for all citizens by government, have them:

Create a poster showing the goods and services provided for them by the different levels of government. Discuss the different taxes that are needed to pay for these goods and services. Each poster should be headed by, "Our Taxes (separate by local, state, and federal), Pay For . . . "

List the goods and services provided by government such as the armed forces, parks, police and fire protection, roads, education, certain health services, courts, laws, and regulation and subsidies and financial aids to certain individuals and groups. Have the students write a short essay describing what they think would happen if all levels of government were to stop providing all forms of economic goods and services. (Discuss income, sales, property and estate taxes in relation to changes which might be made in the present tax structures.)

Review the pie graphs in *Here Is Your Indiana Government* (Indiana State Chamber of Commerce) which indicate the sources of revenue to the state government and its area of expenditures. Follow up with a school administrator, preferably the business manager, discussing trends in school finance, especially how local school district revenue is divided between local and state sources.

BIBLIOGRAPHY

GENERAL REFERENCES

Here Is Your Indiana Government — Booklet — Indiana State Chamber of Commerce

Indicates the sources of revenue to a State government and its area of expenditures.

Tax Facts For Older Americans — National Retired Teachers Assn. — American Assn. of Retired Persons, Washington, D.C.: NRTA-AARP, 1973, 57 pp.

This description of tax laws at federal and state levels is designed to aid persons planning retirement.

Tax Tips And Tax Dodgers — Booklet, Dow Jones Books, P. O. Box 60, Princeton, N.J., 08540, 1971

The book discusses developments that not only may save money, but gives a better understanding of how our tax system works.

Understanding Taxes — Booklet (Publication 21, for students) Prepared by the Treasury, Internal Revenue Service, Teaching Taxes Program, Published yearly

The brochure has been prepared to help students fulfill their role as taxpayers and contains information on the rights and responsibilities of taxpaying citizens.

TEACHERS' CURRICULUM UNITS

Bradburn, Rona Jean,
Consumer Action, Home Economics, Grades 10-12

Compton, Sara,
Local Government Revenues and Expenditures, Grade 12

Horner, Larry W.,
Daddy's Paycheck, Grade 5

Johnston, Elizabeth M.,
The Economics of Government Services, Grade 1

Slaback, Marge,
English Math Science, Social Studies, Grades 10-12

GOVERNMENT POLICY

SELECTED GENERALIZATION:

Government taxes and transfer payments (income tax, welfare, social security) redistribute income in the economy, thereby affecting the individual or family ability to purchase goods and services.

SUGGESTED LEARNING GOALS:

Demonstrate how government transfer payments redistribute income and affect the individual or family ability to purchase goods and services.

Demonstrate how tax policy can redistribute income.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand how government transfer payments redistribute income and affect individual or family ability to purchase goods and services, have them:

Obtain several payroll deduction statements and compare deductions for various income levels, dependents, and benefits.

Identify and distinguish various "progressive" (income tax) and "regressive" (property tax, sales) taxes. Discuss the statement, "Money is worth less to a rich man than to a poor man."

Divide into federal, state, and local committees. Have each committee report on the taxes it receives and on the goods and services it produces. (Generally, property taxes go to local governments; income and social security taxes to the federal government.) Develop two pie charts: (1) to show the percentage of family income going to various taxes and (2) to show the distribution of taxes that would affect the same family.

BIBLIOGRAPHY

GENERAL REFERENCES

Principles Of Taxation — Film (Structure and Function of American Government series, 1963), 30 minutes,

Discussion of the different sources of revenue (both taxed and non-taxed sources such as government owned enterprises) for local, state and federal governments.

Sitte — Game — Simile II, 218 12th St., P.O. Box 910, DelMar, CA. 92014,

In this simulation, students are members of various interest groups who use their influence to produce changes in the city of Sitte.

Social Security — Booklet (Structure and Function of American Government series, 1963)

Survey of the demands of underprivileged groups.

TEACHERS' CURRICULUM UNITS

Bradburn, Roma Jean,
Consumer Action, Home Economics, Grade 10-12

Compton, Sara,
Local Government Revenues and Expenditures — Grade 12

Horner, Larry W.,
Daddy's Paycheck, Grade 5

Johnston, Elizabeth M.,
The Economics of Government Services, Grade 1

Slabach, Marge,
English-Math-Science, Social Studies, Grades 10-12

GOVERNMENT POLICY

SELECTED GENERALIZATION:

Some goods and services desired by individuals and families which are not being provided by private business can be provided by the government or by volunteer organizations.

SUGGESTED LEARNING GOALS:

Analyze ways in which the kinds of public and volunteer services available in a community can enhance or limit the quality of individual and family living.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand that government and volunteer organizations provide goods and services for certain individuals, have them:

Discuss the meaning and implication of:

a. Government has no business in business.
b. Government must act as the doctor to the economy.

Invite representatives of local governmental community service agencies, the local United Way or Community Chest, or of local fraternal or charitable organizations to describe the agencies supported all or in part through their effort and the kinds of services they provide for residents of the community.

Debate on how they would allocate an additional $1,000,000 from federal revenue sharing for their community. Individual students then should present their proposal to the class and try to gain consensus. Invite a city council representative or township trustee into the class to discuss how they allocated recent federal revenue sharing funds in their community. Have the representative discuss the benefits as well as the costs to individual groups as well as to the community.

BIBLIOGRAPHY

GENERAL REFERENCES

Our Mixed And Mixed-Up Economy — (Booklet) James F. Bender, National Schools Committee for Economic Education, Inc., One Park Avenue, Old Greenwich, CT 06870

The author discusses three segments of our economy — the No-Profits, the Government, and the Enterprise segments.

TEACHERS' CURRICULUM UNITS

Compton, Sara,
Local Government Revenues and Expenditures, Grade 12

Hurst, Harvey A.,
To Drive or Not To Drive, That's The Question?, Government, Grade 12

Johnston, Elizabeth M.,
The Economics of Government Services, Grade 1

GOVERNMENT POLICY

SELECTED GENERALIZATION:

The final responsibility for defining government's role in the economy must rest with its citizens who elect officials to represent their interests.

SUGGESTED LEARNING GOALS:

Illustrate different ways in which an individual citizen may shape governmental decision-making in the economy.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand that the government is composed of individual citizens, have them:

Identify the three branches of the state government and describe their functions. Divide the class into three groups representing these branches and have them relate to a consumer issue according to the functions you have described.

Have the class compile a list of special interest groups in the community that support various political issues (League of Women Voters, Chamber of Commerce, labor unions, Citizen's Energy Coalition, etc.) Have students investigate what issues are of particular concern to each, what positions they take and whether they welcome support from the general public. Encourage students to get involved with those groups whose interests are most compatible to their own.

Have the class consider this extreme position: the federal government should only provide for national security and run the post office.

a. What long-run effect would this position have on federal, state, and local govenments? On individuals as voters and as consumers?
b. How would the class reorder government priorities? Would they be politically feasible? Economically sound? How much objection would they cause in the country? (Perhaps consider discussing "SST," the space program, farm subsidies, pollution, and poverty problems.)

BIBLIOGRAPHY

GENERAL REFERENCES

Guns Or Butter — Game By William Nesbitt., Simile II, 218 12th St., PO Box 910, Del Mar, CA 92014

A simulation which helps students to understand how an arms race may be started and whether institutions can be changed to promote peace.

Who Shall Pay? — Booklet, Robert A Liston, New York, Julian Messmer, 1972, 159 pp.

Ideas for tax reform are presented along with the need to balance these reforms among different groups.

TEACHERS' CURRICULUM UNITS

Compton, Sara,
Local Government Revenues and Expenditures, Grade 12

Citizen Rights and Responsibilities

SELECTED GENERALIZATION:

When individuals accept their rights as consumers to choose freely among goods and services, they must accept the responsibility for making the choice and any action associated with that choice.

SUGGESTED LEARNING GOALS:

(1) Identify factors in the community that influence the consumer's right to choose from among a variety of products and services.

(2) Clarify the consumers' responsibilities in choosing a product with or without a warranty or guarantee.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand that with rights comes responsibility, have them:

Describe an average day, showing how they are consumers using goods and services throughout the entire day, and identify the rights and responsibilities that accompany these actions.

Determine the two common roles found in the following statement "The wise consumer is also a concerned citizen."

Examine warranties and guarantees to determine what benefits are given to the consumer and what responsibilities the consumer has for compliance. How do guarantees provide the rights to safety, to protection, and to be heard?

BIBLIOGRAPHY

GENERAL REFERENCES

Buyer Beware: A Program Of Consumer Education — Filmstrip Westinghouse Learning Press, Westinghouse Learning Corp., 100 Park Ave., NYC 10017

Filmstrip and record titles: Consumer Rights, Consumer Responsibilities, The Consumer As An Individual, The Consumer In Society, Alternatives In The Marketplace, and Something in Common.

The Consumer Decides — filmstrip J. C. Penney & Co., Inc., Educational & Consumer Relations, 1301 Avenue of the Americas, NYC.

A six-minute, full color filmstrip-record set relating consumer rights and responsibilities to consumer satisfaction with purchases.

Consumer Law: Rights And Responsibilities — Resource Kit - Changing Times Education Service, 1729 H Street, N.W., Washington, DC 20006

Designed as an inquiry-oriented program to help teach consumer law.

Read Before You Write — Film, Filmfair Communications, Studio City, CA, 6¼ minutes, Color

A young couple contemplating the purchase of a color TV learn to examine a contract of purchase before signing it.

Three Days to Cancel — Explains the three day cooling-off period rule for door-to-door sales.

Warranties: There Ought to Be a Law — Explains the basic provisions of the Magnuson-Moss Warranty Act and consumer rights and remedies under the Act.

Federal Trade Commission, Washington, D.C. 20580, or from your regional office.

TEACHERS' CURRICULUM UNITS

Angermeier, Anita,
County Extension Service, Adults

Bickel, Sandy,
Consumer Credit, Adult Basic Ed.

Hodge, John,
Civilizing a Continent, U.S. History, Grade 9

Mahoney, Delores,
Rights and Responsibility, Grade 6

Mulloy, Patrick,
Transportation in an Urban Community, Grade 6

Pendley, William Raymond,
The Depression, U.S. History, Grade 11

Tanner, Audrey, J.,
Every Coke Has a Container, Grade 6

Turner, Gene M.,
Driver Ed., Grade 10

Wright, Carolyn,
Typing I, Grades 10-12

CITIZENS RIGHTS AND RESPONSIBILITIES

SELECTED GENERALIZATION:

When individuals as consumers accept protection provided by law, they have the responsibility to act in compliance with the law or to promote legislative change.

SUGGESTED LEARNING GOALS:

Relate your knowledge of legal rights and procedures for asserting them to your ability to exercise consumer rights.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students become knowledgeable of consumer rights, have them:

Compile a list of appropriate behavior in the community. Examples: obeying traffic lights, how to act when buying in a store, in a barber shop, in the office of a dentist or doctor, at the airport, in the home of a friend. A bulletin board might result with illustrations depicting informal rule violations and public law violation.

Prepare a consumer education program for themselves and their community. Political figures of the community might be contacted for support and suggestions and a record might be kept of responsiveness to the program. A helpful suggestion is to have the students encourage people to write to their congressmen requesting support for a particular consumer issue.

Simulate a court situation in which the options of legal aid and the processes of filing court papers would be examined. Possible issues could include small claims, class action suits, breach of promise.

BIBLIOGRAPHY

GENERAL REFERENCES

Action For Change: A Students Manual For Public Interest Organizing by Ralph Nader and Donald Ross — Booklet.

Describes how students can support the consumer and environmental movements by forming public interest research and action groups.

The Family And It's Legal Rights — Filmstrip and Cassette X203-1, Education Directions, Inc., Eye Gate, Jamaica, NY

An adult family has rights and responsibilities. It is your responsibility to acquaint yourself with the areas of legal rights.

The Family And It's Legal Responsibilities — Filmstrip and Cassette, X203-1 Educational Directions, Inc., Eye Gate, Jamaica, NY

Many instances of possible liability suits are stated.

The Owl Who Gave A Hoot Film — National Audiovisual Center, Washington, D.C., 15 minutes, Color

A cartoon film presenting the deceptive practices of selling, renting, easy credit, etc.

TEACHERS' CURRICULUM UNITS

Pendley, William Raymond,
The Depression, U.S. History, Grade 11

CITIZENS RIGHTS AND RESPONSIBILITIES

SELECTED GENERALIZATION:

Consumption patterns of individuals and families affect the environment as well as the community and the economy.

SUGGESTED LEARNING GOALS:

Identify ways in which individuals and family needs may conflict with more general values of preserving the environment.

Illustrate how proposals to protect the environment may produce value conflicts within the community.

IDEAS FOR TEACHING/ LEARNING ACTIVITIES:

To help students understand the affect of consumption pattern on preserving the environment, have them:

Gather information about industries in any Indiana city and determine the economic and social conflicts which occur when pollution controls are enforced.

Examine the single family's role in energy conservation.

Obtain resource booklets and articles regarding the conservation of different forms of energy. (Available through the utility companies, oil companies, and government sources such as the Consumer Information Index.) Ask each student to read at least one booklet and following class discussion devise a plan by which he or she can more effectively conserve energy. Have large groups determine the costs and benefits of these plans for both the individual and society.

BIBLIOGRAPHY

GENERAL REFERENCES

Atlantis II — Game Social Studies Schoo. Service Catalog, 1000 Culver Blvd., Box 802 Culver City, Calif. 90230

A decision making simulation game designed to encourage student thought on survival of planet Earth.

Balance — Game Social Studies School Service Catalog.

A simulation of short-range economic-hedonistic goals versus long-range environmental goals.

Economy Versus Ecology Filmstrip — Social Studies School Service Catalog, 1000 Culver Blvd., Box 802, Culver City, Calif. 90230

Will ecological reform be slowed if jobs are threatened in a tight economy?

Management Systems and Today's Families — Vol. XVI, No. 1 (October 1975).

Describes and defines family management in a system. Includes case studies and a game applying the systems approach.

Managing Scarce Resources — Vol. XVII, No. 2 (December 1976). Discusses resource depletion in an ecosystem. Special focus on cost and conservation of energy resources.

Tips and Topics — College of Home Economics, P.O. Box 4170, Texas Tech University, Lubbock, Texas 79409.

TEACHERS' CURRICULUM UNITS

Bradburn, Rona Jean,
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Hatton, Bruce,
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The Depression, U.S. History, Grade 11

Stuckey, Barbara,
Mini Unit on Economic Choices, Primary

APPENDIX

GLOSSARY OF WORDS & TERMS

CEE CURRICULUM UNIT OUTLINE

GLOSSARY OF WORDS & TERMS

BAIT AND SWITCH

An unethical and often illegal merchandising technique by which a merchant advertises goods or services at low prices to "bait" customers and then tries to "switch" and sell higher priced goods or services when these customers respond to the advertisement.

BRANCHES OF STATE (OR FEDERAL) GOVERNMENT

The three principle divisions of American government, both state and federal: executive, legislative and judicial.

BUDGET

A plan which classifies estimated income by source and expenditure category within a fixed time period for individuals, families, communities, or nations.

CAPITAL GOODS

Tools, machines, facilities, etc., used to produce other goods.

COLLECTIVE BARGAINING

A process by which decisions regarding wages, hours, and conditions of employment are determined by the interaction of workers, acting through their unions or bargaining agent, and employers.

COMMAND ECONOMY (CENTRALLY DIRECTED ECONOMY)

A system by which the economic production and distribution decisions are made for a nation by an individual or a small group.

COMPETITION

A situation in which two or more producers engage in selling similar consumer goods.

CONSUMERS

Individuals, families, business firms, and governments who acquire goods and services for final use.

CONSUMPTION

The utilization of goods and services to satisfy human wants.

CREDIT

A promise of future payments in exchange for present goods, services, or money.

DEFERRED PAYMENT PRICE

The price of goods and services that are purchased on credit to which interest charges have been added.

DEMAND

The quantities of goods, services, and resources purchasers are able and willing to buy at all the possible market prices (at a given time). (Economics considers demand to be a set of price/quantity relationships with each price/quantity relationship and element in the set.)

DEPOSITS

Money planted in commercial banks in checking (demand deposit) or savings (time deposit) accounts.

DEPRECIATION ALLOWANCE

A reduction in the estimated and taxabie value of property because of its physical deterioration or obsolescence resulting from technological development.

DEPRESSION

A situation which exists in the economy when business activity is exceptionally slow over an extended period. Main traits of the period are low prices, low profits, low productions, and high unemployment.

DISCOUNT RATE

The interest rate a commercial bank must pay to borrow money from a federal reserve bank.

DISTRIBUTION

The act of getting goods and services to the people who want them.

ENTREPRENEUR

The businessman who not only has the know-how of combining resources to produce goods and services but also is willing to risk making either a profit or loss.

FEDERAL RESERVE SYSTEM

A system of federal banks, one in each of 12 federal reserve districts of the country, a Board of Governors, a Federal Open Market Committee, a Federal Advisory Council, and member banks which include all national banks and such state banks who have voluntarily applied for membership. The primary function of this system is to control the nation's money supply to achieve stability.

FREE ENTERPRISE SYSTEM

An economic system featuring private ownership of property, the profit motive to stimulate production, competition for efficiency, private ownership of resources for production, and consumer direction through the forces of supply and demand interacting without constraints or controls.

GARNISHEE AGREEMENT

An agreement by which a debtor allows a portion of his or her wages to be deducted by his employer and paid directly to his or her creditor.

GROSS NATIONAL PRODUCT

(GNP) The money value of all goods and services produced within a country during a specific period of time, usually a year.

GUARANTEE

An agreement by which a seller pledges to a buyer the performance and maintenance of goods or services purchased.

INFLATION

A widespread rise in the prices of goods, services, and resources that results in a decrease in the purchasing power of a nation's currency.

INSTALLMENT CREDIT

The purchasing of goods or services on terms which call for partial payments over a specified time period.

INVESTMENT

The placement of money or other resources into business or real estate for the purpose of obtaining future income.

LABOR

One of the factors of production involving human effort in the production of goods and services.

LAND

One of the factors of production involving the use of natural resources in the production of goods and services.

MARKET

Any situation in which the exchange of goods, resources, or services for money or for other goods, services, or resources takes place.

MARKET ECONOMY

An economic system in which the questions of what, how, and for whom goods shall be produced are answered by the forces of supply and demand.

MONETARY POLICY

Actions taken by the Federal Reserve System to change the rate of growth of the money supply to promote full-employment, price stability, and economic growth.

MONEY

Checks, coins, or currency that are acceptable as final payment in exchange for resources, goods, or services.

MONOPOLY

A market situation in which there is only one seller of a product and there are no acceptable substitutes.

NATURAL RESOURCES

All things created by nature, useable in the production of goods and services.

NEEDS

Goods and services essential to human survival, such as clothing, food, and shelter.

OPPORTUNITY COST

The true cost of a choice which is equal to the opportunities or alternatives given up in making the choice.

PRICE

The amount of money that must be paid to purchase a product or service.

PRODUCTION

The process of engaging in any kind of activity which adds value to goods and services, including their creation, transportation, and storage.

PROFIT

Net income remaining after all costs of operating a business are paid.

RECESSION

A situation in which business activity is slowing down or contracting. Primary traits of the period are decreasing prices, decreasing profits, and increasing unemployment.

RESOURCE ALLOCATION

The blending of land, labor, capital, and entrepreneurship in the production of goods and services.

SAVINGS

That portion of income individuals and businesses elect to retain for future use.

SECURITIES

Certificates showing investment in businesses or in government entities, including stocks and bonds.

SCARCITY

The condition in which resources, goods, and services are not plentiful in relation to the wants of individuals, families, communities, or nations.

SPECIALIZATION

(Division of labor) A situation in which individuals, businesses, or nations confine their activities to making particular goods or services best suited to their resources.

SUPPLY

The quantities of goods and services owners are able and willing to offer for sale, at all the various prices, at a given time.

TAX OR TAXATION

A compulsory payment made for the support of government, e.g., *Income Tax*, a tax on the income of individuals or corporations, usually with progressive rates, that is, with rates that increase as income increases; *Property tax*, a tax which property owners pay based on the assessed value of their tangible property; and *Sales Tax*, a tax computed as percentage of the sales price of certain economic goods.

TECHNOLOGY

(Management; entrepreneurship) The knowledge, know-how, and ability to use resources to produce goods and services.

TRANSFER PAYMENT

Expenditures for which no goods or services are exchanged e.g., government welfare payment and social security benefits.

WANTS

Goods and services which humans desire but which are considered to be other than needs essential to their survival.

To secure copies of the teachers' curriculum units and for additional information concerning these guidelines write to:

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Purdue University
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CEE CURRICULUM UNIT OUTLINE

I. TEACHER'S NAME —

II. SCHOOL CORPORATION NAME —

III. SCHOOL NAME —

IV. SCHOOL ADDRESS —

V. CLASS PROFILE -- Briefly describe your class to indicate:

a) grade level;
b) student ages;
c) class size;
d) socio-economic level; and
e) ability level.

VI. UNIT DESCRIPTION —
Describe how the unit will fit into the present curriculum.

VII. KEY CONCEPTS —
Using the CEE curriculum guidelines, list the key concepts which this unit will develop.

VIII. GENERALIZATIONS —
List the generalizations that each concept should elicit through the achievement of the learning goals.

IX. LEARNING GOALS —
Having listed the key concepts and generalizations of this unit, develop learning goals appropriate to the class profile using those recommended in the CEE guidelines as a starting point.

X. TEACHING ACTIVITIES —
Describe your planned teaching activities and why they were chosen, listing measurable performance objectives appropriate for your students to achieve the learning goals.

XI. BIBLIOGRAPHY —
Include an annotated bibliography which, in addition to the media used in a particular lesson, offers recommendations for students who wish to explore topics in greater depth.

XII. EVALUATION —
Enumerate test items and/or evaluate tools you will use to pre- and post-test your classes. These instruments should be designed to determine entry and exit levels of knowledge with respect to the performance objectives you have discussed under section x.